



## برنامج

# فني القبالة والتوليد

## دبلوم نظام ثلاث سنوات

اشراف معالي الاستاذ/ غازي أحمد علي محسن – وزير التعليم الفني والتدريب المهني

اعداد الجهاز التنفيذي للمجلس الاعلى لكليات المجتمع

أعضاء اللجنة العلمية  
ا.د / عبدالحميد الذيفاني  
ا.د/ عبدالسلام دلاق



**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 اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	A1 . يعرف اسس وقواعد كتابة التقرير والرسالة الإدارية
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	A2 . يميز طرق كتابة السيرة الذاتية
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	A3 . يحدد القواعد النحوية للجمل الاسمية والفعلية
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	A4 . يعرف القواعد الإملائية اللازمة لضبط الكتابة

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

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

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

رابعا: 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			

### ثانياً: 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



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

### 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 فيها.
- 5- الإمام 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 والتقييم:

مخرجات المقرر / المعرفة والفهم	استراتيجية التدريس	استراتيجية التقييم
A1 . يناقش مصادر الثقافة الإسلامية	المحاضرة المناقشة العصف الذهني	اسئلة مقالية اسئلة قصيرة اسئلة هادفة
A2. يشرح اركان العقيدة الاسلامية	المحاضرة المناقشة العصف الذهني	اسئلة مقالية اسئلة قصيرة اسئلة هادفة
A3 . يحدد مفهوم الأسرة وأهميتها، ومظاهر اهتمام الإسلام بالأسرة.	المحاضرة المناقشة العصف الذهني	اسئلة مقالية اسئلة قصيرة اسئلة هادفة

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

ثانياً: تسكين مخرجات تعلم المقرر (المهارات الذهنية) باستراتيجية التدريس و التقويم:		
استراتيجية التقويم	استراتيجية التدريس	مخرجات المقرر/ المهارات الذهنية
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	B1 . يفرق بين الثقافة والحضارة
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	B2 . يناقش أثر العقيدة على الفرد والمجتمع
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	B3 يناقش مبادئ الاسلام التي يجب ان تراعى عند الزواج
اسئلة مقالية اسئلة قصيرة اسئلة هادفة	المحاضرة المناقشة العصف الذهني	B4 ناقش نظرة الاسلام للصحة

ثالثاً: تسكين مخرجات تعلم المقرر (المهارات المهنية والعملية) باستراتيجية التدريس و التقويم:		
استراتيجية التقويم	استراتيجية التدريس	مخرجات المقرر/ المهارات المهنية والعملية
		لا ينطبق

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

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

XI. 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	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> </ul> <p>واستمرارها:</p> <ul style="list-style-type: none"> <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 -</li> <li>للأمة حاكم واحد -</li> <li>الشورى</li> <li>واجبات الحاكم وحقوقه في -</li> </ul>	1	2

		■ النظام السياسي.			
2	1	■ تعريف الأخلاق ومكانتها في الإسلام. ■ الأخلاق كما وردت في القرآن الكريم. ■ الأخلاق كما وردت في السنة النبوية.	النظام الأخلاقي في الإسلام	A5	5
2	1	■ مفهوم أخلاقيات المهنة ■ مصادر وأهمية أخلاقيات المهنة ■ 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 ■ الطب الوقائي في الإسلام.	هدي الإسلام في الصحة والحفاظ عليها	B4	8
4	2	■ الاجهاض – عمليات التجميل نقل الدم ■ زراعة الأعضاء - الاستنساخ ■ وسائل منع الحمل.	أحكام شرعية وأخلاقية في بعض القضايا	A7, D1	9
2	1	■ تشريح الجثث – الموت الرحيم الدواء والصوم ■ الأدوية والإدمان – التداوي ■ بالأعشاب.	تابع أحكام شرعية	A7, D1	10
2	1	■ سوء التغذية. - انتشار الأمراض المعدية. ■ حكم وأثر ممارسة بعض العادات الضارة: □ المخدرات - المهدئات الواطر - العادة - 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		

<b>XIV. استراتيجيات التدريس:</b>				
١. المحاضرة				
٢. المناقشة				
٣. العصف الذهني				
٤. مناقشة مجموعات صغيرة				
٥. تكاليف				

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

<b>XVI. جدولة طرق/ أدوات التقييم خلال الفصل الدراسي</b>					
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

<b>XVII. مصادر التعلم:</b>	
(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

## XV. الضوابط والسياسات المتبعة في المقرر.

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 Discussion Demonstration	Objective type Short answers Fill in the blanks

	Classroom conversation	Para Phrasing
A2. Describe the correct English grammar composition.	Lecture Discussion Demonstration Classroom conversation	Objective type Short answers Fill in the blanks Para Phrasing
A3. Recognize precise writing and summarizing	Lecture Discussion Demonstration Classroom conversation	Objective type Short answers Fill in the blanks Para Phrasing
A4. Describe the composition of letter	Lecture Discussion Demonstration Classroom conversation	Objective type Short answers Fill in the blanks Para Phrasing
A5. Discuss structures of telephone conversion	Lecture Discussion Demonstration Classroom conversation	Objective type Short answers Fill in the blanks 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 Exercise on: Reading & Summarizing	Short Answers Essay type.
B2. Differentiate between formal and informal letters	Exercise on: Writing & Summarizing	Short Answers 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 Class-room Conversation Assignments Exercise on: Reading & writing	Short Answers Objective questions Practice
C2. Practice listening to audio, and video materials	Lecture Discussion Class-room Conversation Exercise on listening	Short Answers Objective questions 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 to communicate with other person.	Exercise on Debating Participating in Seminar	Assessment of the skills 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</li> <li>✓ Paragraph,</li> <li>✓ Essay,</li> <li>✓ Letter,</li> <li>✓ Summary,</li> <li>✓ Practice in writing</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	
<b>Number of Weeks /and Units Per Semester</b>			<b>30</b>	<b>60</b>	

<b>V. Teaching strategies of the course</b>	
<ol style="list-style-type: none"> <li>1. Lecture Discussion</li> <li>2. Demonstrate use of dictionary grammar</li> <li>3. Class-room Conversation</li> <li>4. Exercise on use of Grammar</li> <li>5. Exercise on: Reading, writing, speaking and listening</li> </ol>	

<b>VI. Assignments</b>				
No	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	Letter writing		<b>4-10</b>	<b>5</b>
2	Medical reports.		<b>8-12</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
1	Attendance and activities	15 <sup>th</sup> week	<b>5</b>	<b>5%</b>	
2	Student assignments	5 <sup>th</sup> and 12 <sup>th</sup> week	<b>5</b>	<b>5%</b>	
3	Mid-term exam	7 <sup>th</sup> or 8 <sup>th</sup> week	<b>20</b>	<b>20%</b>	
4	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>	

<b>VII: Learning Resources:</b>	
<b>1. Required Textbook(s) ( maximum two ).</b>	
1. Oxford English for careers (2009). Nursing.	

2. Quirk, Randolph and Greenbaum Sidney(1987). A University Grammar of English, Hong Kong: Longman group (FE) Ltd.

**1. Essential References.**

1. Thomson A. J. and Maiti A. V. (1987). A Practical English Grammar, Delhi: Oxford University Press.
2. Gimson A. E. (1986). An Introduction to pronunciation of English. Hong kong: Wing King Tong Co. Ltd.
3. O' Connor J. D, (1986). Better English pronunciation. Cambridge:University Press.

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

1. WWW.encontinoulear.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:**

<b>1</b>	<b>Course Title:</b>	Introduction to Computer	
<b>2</b>	<b>Course Number &amp; Code:</b>		
<b>3</b>	<b>Credit hours:</b>	<b>C.H</b>	<b>Total</b>

		Th.	Pr.	Tut.	Tr.	
		1	2	NA	NA	3
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 Discussion Demonstration	Short answers Objective type Essay
A2. Identify application of computer in medicine	Lecture Discussion Demonstration	Short answers Objective type Essay
A3. Describe the disk operating system	Lecture Discussion Demonstration	Short answers Objective type Essay

A4. Discuss uses of internet and Email	Lecture Discussion Demonstration	Short answers Objective type Essay
A5. Describe and use the statistical packages	Lecture Discussion Demonstration	Short answers Objective type Essay
A6. Describe the use of Hospital Management System	Lecture Discussion Demonstration	Short answers Objective type 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 Discussion Demonstration Brain storming.	Short answers Objective type Essay
B2, Compare between two statistical packages features	Lecture Discussion Demonstration Brain storming.	Short answers Objective type 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 Demonstration Group discussion	Short answers Objective type Practical Exam
C2. Demonstrate skill in using multi-media	Lecture - Discussion Demonstration Group discussion	Short answers Objective type Practical Exam
C3. Demonstrate use of internet and Email	Lecture - Discussion Demonstration Group discussion	Short answers Objective type Practical Exam
C4. Demonstrate use of hospital management system	Lecture - Discussion Demonstration Group discussion	Short answers Objective type 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 Demonstration Practice Session	Short answer questions Objective type 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 <input type="checkbox"/> Oxygen administration <input type="checkbox"/> Suction <input type="checkbox"/> Inhalations: dry and moist <input type="checkbox"/> Chest physiotherapy <input type="checkbox"/> Care of Chest drainage <input type="checkbox"/> Pulse oximetry			
8	Hospital Management System	<input type="checkbox"/> Types <input type="checkbox"/> Uses	1	2	A6, C4, D1
9	Final exam	Final exam	1	2	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>				
Order	Task/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1	Use of MS Office	6	12	C1
2	Use multi-media	2	4	C2
3	Use of internet and Email	2	4	C3
4	Use of hospital management system	2	4	C4
<b>Number of Weeks /and Units Per Semester</b>		<b>12</b>	<b>24</b>	

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

VI. Assignments				
No	Assignments	Aligned CILOs (symbols)	Week Due	Mark

1	Application of computers in health care Write records of patient Simulated - Actual	A1, A2, B1, B2, C1, C2	2-10	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, 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:

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

1. N.K. Anand & Shikha Goel (2009). Computers for Nurses, A.I.T.B.S. Publishers, India.

### 2. Essential References.

2. Thacker N (2009). Computers for Nurses, India.

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

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
<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.

<b>I. Course Identification and General Information:</b>		
<b>1</b>	<b>Course Title:</b>	<b>Medical Terminology</b>
<b>2</b>	<b>Course Code &amp; Number:</b>	

3	Credit Hours	Theory Hours	Credit Hours		Lab. Hours
			Lecture	Exercise	
		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:

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.		

<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 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> <li>- Learning activities</li> </ul> </li> </ul>	1	2	a1, a2, b2, c1, d1
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> </ul>	1	2	a2, b1, c2, d2

		– Regions			
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>	– Mid-Term Theoretical written Exam	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> <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
11	<b>Nervous 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>			
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)

<b>1</b>	<b>Class Attendance:</b> 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> 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> 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> 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>	<p><b>Cheating:</b></p> <p>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></p> <p>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>	Anatomy & Physiology1			
2	<b>Course Code &amp; Number:</b>				
3	<b>Credit Hours:</b>	<b>Credit Hours</b>	<b>Theory Hours</b>		<b>Lab. Hours</b>
			<b>Lecture</b>	<b>Field</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:

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

b1	Differentiate between epithelial tissue, connective tissue, muscle tissue, and nervous tissue	<b>B2</b>	
b2	Explain the surface markings of clinically important structures	<b>B3</b>	

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

c1	Demonstration of morphology of human body on anatomical models	<b>C1</b>	
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	<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	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:**

<b>Course Intended Learning Outcomes</b>		<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
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:**

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

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 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	Use the ethical and professional standards in emergency care services	<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 (CLOs)
1	The cell and the cellular environment	<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	The cellular environment: fluids and electrolytes	<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	Acid–base balance	<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	Body systems	<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> <li>○ The hair</li> <li>○ The nails</li> </ul> </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> </ul> </li> </ul> </li> </ul>	2	4	a1, b1, c1, d1

		<ul style="list-style-type: none"> <li>✓ White blood cells</li> <li>✓ Platelets</li> <li>○ Hemostasis</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> <li>✓ Ascending reticular activating system</li> </ul> </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> </ul> </li> </ul>	2	4	a2, b2, c2, d2

		<ul style="list-style-type: none"> <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>	1	2	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> <ul style="list-style-type: none"> <li>• Demonstration of the eyes, ears, nose &amp; tongue</li> </ul>	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	Assignment 1: Regulation of body fluid	W5	5	a1, b1
2	Assignment 2: Type of joints	W11	5	a2, b2,
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
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
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. 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	<b>Class Attendance:</b> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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>Fundamental of Nursing I</b>
2	<b>Course Code &amp; Number:</b>	

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:					

## II. Course Description:

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

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

(مخرجات تعلم المقرر)

## Referenced PILOs

(مخرجات تعلم البرنامج)

**C. Knowledge and Understanding:** 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.	<b>A1</b>	
a2	Recognize the principle of safety protection, asepsis, hygiene, activity and exercise	<b>A3</b>	

**B. Intellectual Skills:** 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	<b>B2</b>	
----	--	-----------	--

b2	Synthesize assessment, plan, implement and evaluate the care for meeting patients' needs as safety, hygiene, activity and exercise	<b>B3</b>	
<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	<b>C1</b>	
c2	Performs infection control procedures and safety protection for all patients	<b>C2</b>	
<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	

**(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 nursing education, health care delivery system, nursing process, health assessment and vital signs.	<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 principle of safety protection, asepsis, hygiene, activity and exercise	<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 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	<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Quizzes</li> </ul>

meeting patients' needs as safety, hygiene, activity and exercise	<ul style="list-style-type: none"> <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>▪ 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> <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 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> <li>▪ Upper extremities.</li> <li>▪ Chest and back.</li> <li>▪ Abdomen.</li> <li>▪ Genitalia exam</li> <li>▪ Lower extremities).</li> </ul>	1	2	a1, c1, d1
6	Vital signs	<b><u>B. Vital signs.</u></b> ( Time to assess vital	4	8	A1, c1, d1

		<p>signs.-Variations in normal vital signs by age.</p> <p><b>1)Body temperature.</b></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><b>2)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><b>3)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><b>4)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>			
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> <li>▪ Preventing specific hazards (Scalds and burn, Fires, Falls, Poisoning, Suffocation or choking, Electrical hazards).</li> <li>▪ Restraining client. - Kinds of restraints.</li> </ul>	1	2	a2, b2, c2, d2

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> <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>	1	2	a2, b2, c2, d2



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> <li>▪ Applying heat and cold application</li> </ul>	2	4	c2
7	Making beds <ul style="list-style-type: none"> <li>▪ Occupied bed</li> <li>▪ Unoccupied bed</li> <li>▪ Surgical beds</li> </ul>	1	2	c2, d2

8	<b>Activity and Exercise</b> <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>	

<b>VIII. Schedule of Assessment Tasks for Students During the Semester:</b>					
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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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	Course Title:	English Language II				
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 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 Demonstrate use of dictionary grammar Class-room Conversation Exercise on use of terminology	Short Answers 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 Discussion Exercise on articles	Short Answers Essay type.
B2. Write properly an essay in English.	Lecture Discussion Exercise on articles	Short Answers 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 2. Demonstration 3. Brainstorming 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. 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)

**D. 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:**

<u>Course Intended Learning Outcomes</u>		Teaching Strategies	Assessment Strategies
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> 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> 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> 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> 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> 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> 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	Lab. Hours
			Lecture	
		3	2	0
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) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)

**E. Knowledge and Understanding:** 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	D1	Work as a team.
----	--	----	-----------------

hematology staff and colleagues to identify, analyze and understand emerging issues.	<b>D2</b>	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:**

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

**(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	Describe carbohydrate, lipids, proteins metabolism.	- Interactive Lectures - Seminars -Oral presentations	- Quizzes - Assignments - Mid semester exam -Final exams
b2	Discuss important of vitamins enzyme and mineral in biochemistry.	- Interactive Lectures - Self-learning - Brain storming	- Quizzes - Assignments -Midterm Exam -Final Exam

**(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	Collect, transport, preserve and store blood samples according to Standard Operating Procedures (SOPs).	- Demonstrations -Group discussion	-Quizzes - Mid semester exam -Final exams
c2	Use the instrument and devices in biochemistry lab.	- Group discussion - Animations	- Quizzes - Assignments - Mid semester exam

		- Scenarios and Problem Solving	-Final exam
c3	Perform some basic chemical testes to identify different sugars, lipids and proteins.	- Group discussion - Animations - Scenarios and Problem Solving	- Quizzes - Assignments - Mid semester exam - -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 - Group discussions & seminars -Self-study modules	- Write reports -Write Exercises & solving it. - 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 -Classification of carbohydrates -biomolecule -biochemistry in medicine	1	2	a1, a2,b1,b2
2	<b>Carbohydrates</b>	-Definition -important of carbohydrate -classification of carbohydrate-types of isomer -cyclic form of carbohydrates -properties of carbohydrates -sugar derivatives -structure of monosaccharide disaccharides , poly saccharides.	3	6	a1-a3, b1 ,b2,c1- c3,d1
3	<b>Proteins</b>	-Definition of Protein -Amino acids ,classification -Protein function (important) -Peptide bond and polypeptide -protein structure -protein classification	2	4	a1,a2, a3,b1 ,b2,c1- c3,d1



4	<b>Enzyme</b>	-Definition -Classification of enzyme-mode of enzyme action -Factors affecting enzyme activity -Definition of Km and cofactor	2	4	a1,a2, a3,b1 ,b2,c1- c3,d1
5	<b>Midterm exam</b>	MCQs, matching, short-answer,...etc.	1	2	a1,a2,a3 b1,b2
6	<b>Nucleic acids</b>	-Important of nucleic acid -Types of nucleic acid (DNA and RNA) -structure(nucleotide, nucleoside)	2	4	a1,a2, a3,b1 ,b2,c1- c3,d1
7	<b>Lipids</b>	-Definition ,important -Classification of lipids -Fatty acids - Classification of fatty acids -Essential ,non essential -saturated ,unsaturated -cholesterol structure, function -classification of lipoprotein Function of lipoprotein	2	4	a1,a2, a3,b1 ,b2,c1- c3,d1
8	<b>Vitamins</b>	-Definition, Classification of vitamins(water soluble, fat soluble ) and Deficiencies of vitamins	2	4	a1,a2, a3,b1 ,b2,c1- c3,d1
9	<b>Minerals</b>	<b>Minerals :</b> Calcium ,phosphate ,magnesium Water and minerals (Na <sup>+</sup> ,K <sup>+</sup> ,HCO <sub>3</sub> Cl)	1	2	a1,a2, a3,b1 ,b2,c1- c3,d1
10	<b>Final exam</b>	-Fill in the blank, MCQs, matching, short-answer and short essay questions.	1	2	a1-a3, b1 ,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 -Anticoagulants preparation, use, mode of action - Instruments and equipment in biochemistry lab.	1	2	a1, a2, b1,b2 c1- c3,d1
2	-Venous and capillary blood collection - Blood separation, plasma and serum preparation	1	2	a1, a2, b1,b2 c1- c3,d1

3	<b>Carbohydrate</b> Molish test Iodine test Benedict test Bara food test Selwanof test	3	6	a1, a2, b1,b2 c1- c3,d1
4	<b>- Med-Term Exam.</b>	1	2	c1-c3,d1
5	<b>Protein</b> - Biurret test - Iso electric test - Heat and acetic acid test - Glycoxylic and test	3	6	a1, a2, b1,b2 c1- c3,d1
6	<b>Lipids identification</b> Cholesterol, Triglycerides, HDL,LDL	3	6	
6	<b>Enzymes kinetics</b>	1	2	a1,a2, a3,b1 ,b2,c1- c3,d1
7	<b>Review</b>	1	2	a1, a2, b1,b2 c1- c3,d1
8	<b>Final Exam</b>	1	2	a1, a2,a3 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 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 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- c3
6	Final Theoretical Exam	16 <sup>th</sup>	40	40 %	a1,a2, a3,b1 ,b2,c1- 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 Viji, 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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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.

**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	Essay type

	Brain storming	Short answer
A2. Describe the psychometric assessments of cognitive processes	Lecture discussion Brain storming	Essay type Short answer
A3. Describe the concepts of behavior, conflicts, frustration, and conflict resolution	Lecture discussion Brain storming	Essay type Short answer
A4. Recognize the alterations in emotions	Lecture discussion Brain storming	Essay type Short answer
A5. Discuss the personality alterations according to various psychological theories.	Lecture discussion Brain storming	Essay type Short answer
A6. Identify the principles of growth and development	Lecture discussion Brain storming	Essay type Short answer
A7. Explain the psychological assessments tests	Lecture discussion Brain storming	Essay type 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 Role plays Case discussion Demonstration.	Essay type Short answer
B2. Analyze methods of psychology, various cognitive processes, determinants and their applications.	Lecture discussion Role plays Case discussion Demonstration.	Essay type Short answer
B3. Discuss the role of medical assistant in supporting and maintaining of client's psychological state.	Lecture discussion Role plays Case discussion Demonstration.	Essay type 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, Association Cortex, Rt and Lt Hemispheres</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,</li> </ul>	4	8	A2, B2

		<p>stages of development, Relationship with language 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 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  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, Uses, Interpretations.</li> <li>▪ Role of nurse in psychological assessment and in the supporting and maintaining of client's psychological state.</li> </ul>	1	2	A7, B3
11	Final exam	Final exam	1	2	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			
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course
1. Lecture 2. Discussion 3. Brainstorming 4. Case discussions

VI. Assignments				
No	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	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
1	Attendance and activities	15 <sup>th</sup> week	<b>5</b>	<b>5%</b>	A1, A2,A3, A5, B1,B2

2	Student assignments	5 <sup>th</sup> and 12 <sup>th</sup> week	5	5%	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 Demonstration Brainstorming	Essay question Short answer question Objective type
A2. Recognize water borne diseases	Lecture - Discussion Demonstration	Essay question Short answer question

	Brainstorming	Objective type
A3. Methods of controlling pollutions	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A4. Determine the requirements of healthy housing conditions	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A5. Discuss the importance of proper sanitation	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A6. Identify the components of personal health	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A7. Recognize methods of insects control	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A8. List of diseases transported by insects	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A9. Describe the components of school health program.	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type
A10. Advice appropriate balance diet and suggest any dietary modification	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question 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 Demonstration Brainstorming	Essay question Short answer question Objective type.
B2. Differentiate between natural and artificial lighting	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question Objective type.
B3. Discuss methods used to control cholera in your community	Lecture - Discussion Demonstration Brainstorming	Essay question Short answer question 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 Class-room Conversation	Essay question Short answer question

	Assignments	Objective type
C2. Design a health teaching program to maintain proper sanitation	Lecture Discussion Class-room Conversation Assignments	Essay question Short answer question 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 Practice session Supervised clinical practice	Assess role plays with check- list on teaching techniques Assess health talk with checklist Assess performance with rating scale
D2. Employ effective communication and accurate documentation while dealing and/or managing environmental problems	Role play Practice session Supervised clinical practice	Assess role plays with check- list on teaching techniques Assess health talk with checklist 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 2. Demonstration; 3. Brainstorming 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)

F. 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:**

<u>Course Intended Learning Outcomes</u>		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> - Hand washing & hand antisepsis - Donning sterile gloves & gown	2	4	c2
3	<b>Measure VS</b> - <b>Temperature</b> - <b>Pulse</b> - <b>Respiration</b> - <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> - Oral hygiene: - Hair shampoo - Bed bath - Partial bath	2	4	c1
7	<b>Medication Administration</b> - <b>ID Medication</b> - <b>SC Medication</b> - <b>IM Medication</b> - <b>Venipuncture</b> - <b>IV Canula</b>	3	6	c1, c2
8	<b>Mobility</b> - Maintaining body alignment: - Positioning - Moving - 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)

<b>1</b>	<b>Class Attendance:</b> 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> 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> 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> 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> 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> 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 Discussion Demonstration Brain storming	Short answer questions Objective type

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

B2. Discuss the effect of parasite on the host	Lecture discussion Demonstration Brain storming	Short answer questions Objective type
B3. Different between Entamoeba histolytica and Entamoeba coli ciliate	Lecture discussion Demonstration Brain storming	Short answer questions Objective type
B4. Compare between visceral & cutaneous Leishmaniasis	Lecture discussion Demonstration Brain storming	Short answer questions Objective type
B5. Discuss malaria control	Lecture discussion Demonstration Brain storming	Short answer questions 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 Supervised Clinical practice	Short answer questions Objective type
C2. Determines the lab investigations for Common parasites.	Lab Practice Supervised Clinical practice	Short answer questions 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> </ul>	2	4	

		<ul style="list-style-type: none"> <li>▪ Structure and classification of microbes</li> <li>▪ Growth and nutrition of microbes</li> <li>▪ Multiplication</li> <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> </ul>			

		<ul style="list-style-type: none"> <li>▪ Definition and example for types of parasite</li> <li>▪ Effect of parasite on the host</li> <li>▪ Types of vector</li> <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	2	
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>    ✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>    ✓ Prevention &amp; control</li> </ul>	1	2	
7	Flagellates	<ul style="list-style-type: none"> <li>▪ Intestine &amp; flagellates 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> </ul>	1	2	

		✓ Prevention & control			
8	Blood flagellates	<ul style="list-style-type: none"> <li>▪ Leishmanias (Visceral &amp; cutaneous)</li> <li>✓ Morphology,</li> <li>✓ life cycle,</li> <li>✓ pathogenesis</li> <li>✓ Diagnosis</li> <li>✓ Prevention &amp; control</li> </ul>	1	2	
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>	

V. Teaching strategies of the course	
1. Lecture – Discussion 2. Demonstration 3. Brainstorming	

VI. Assignments				
No	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	Vaccine's sera-types, classification, storage & handling		<b>4-7</b>	<b>2.5</b>
2	Life cycle, pathogenesis, diagnosis, prevention and control of malaria.		<b>8-12</b>	<b>2.5</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	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 Role play Brainstorming	Essay type Short answer 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 Role play Brainstorming	Essay type Short answer 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 Role play Brainstorming	Essay type Short answer 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 Role play Brainstorming	Essay type Short answer 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 Role play Brainstorming	Essay type Short answer 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 Role play Brainstorming	Essay type Short answer 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 Role play Brainstorming	Essay type Short answer Objective type
A8. Knowledge and understanding of molecular, biochemical, and cellular mechanisms of maintaining homeostasis	Lecture -discussion Role play Brainstorming	Essay type Short answer 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 Demonstration Case discussions / Seminar.	Essay type Short answer Objective type
B2. Analyze determinant of health and principles of preventive and control of common health problems.	Lecture discussion Demonstration Case discussions / Seminar.	Essay type Short answer Objective type

B3. Discuss methods of control of communicable diseases	Lecture discussion Demonstration Case discussions / Seminar.	Essay type Short answer Objective type
B4. Compare between morbidity and mortality	Lecture discussion Demonstration Case discussions / Seminar.	Essay type Short answer Objective type
B5. Design a screening program.	Lecture discussion Demonstration Case discussions / Seminar.	Essay type Short answer 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 Demonstration Brainstorming	Essay type Short answer Objective type
C2. Implement epidemiological studies based on observation	Lecture discussion Demonstration Brainstorming	Essay type Short answer Objective type
C3. Provide safe, effective care to patient in different age & groups.	Lecture discussion Demonstration Brainstorming	Essay type Short answer Objective type
C4. Apply infection control measures.	Lecture discussion Demonstration Brainstorming	Essay type Short answer Objective type
C5. Design a screening program.	Lecture discussion Demonstration Brainstorming	Essay type Short answer 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 Demonstration Role play	Short answer Objective Type
D2. Employ effective communication and accurate documentation while providing methods of control of communicable diseases	Lecture discussion Demonstration Role play	Short answer Objective Type
D3. Use an internet and computer while	Lecture	Short answer

studying observational and experimental studies	discussion Demonstration 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 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 2. Demonstration 3. Brainstorming 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. 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> (مخرجات تعلم المقرر)	<b>Referenced PILOs</b> (مخرجات تعلم البرنامج)
---	---

<b>G. 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> 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> 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> 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> 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> 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> 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) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)
<b>H. Knowledge and Understanding:</b> 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 Demonstration Brain storming	Short answer questions 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 Demonstration Brain storming	Short answer questions 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> <b><u>*Relation of nutrition to health:</u></b>	a .Food composition table. b. Daily dietary according to age, weight, height, and sex. c. House hold measurements	2	4	a2.1, a2.2, a2.3, 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 b. Metabolism c. Effect of deficiencies. d. Influence on growth and development -growth chart.	2	4	a2.2, a2.3, b5.2, b5.3
3	<b><u>*Cooking and Food Economic:</u></b>	-a. Different Methods of cooking and their effect on food nutritive value. b. Food prices related to the nutritive value.	2	4	a2.2, a2.3, b5.2, b5.3
4	<b><u>* Therapeutic diet:-</u></b>	a .Environmental & psychosocial factors in accepting diet. b. Progressive hospital, diet: -Regular diet , high diet, soft diet and full liquid diet. c. Diabetic diet. 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 - Entropometric exam -Lab. & Biochemical Analysis -Dietry assessment -Vital statistics	2	4	a2.5, a2.6, a2.7, b5.6, b5.7
7	<b><u>*Aditonal feeding:-</u></b>	-Weaning and feeding -Malnutritional and obesity dietyry in- tervensions.	2	4	a2.5, a2.6, a2.7, 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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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>	

### B. Case Studies and Practical Aspect:

### 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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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	<b>Course Title:</b>	Surgery 1			
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> (مخرجات تعلم المقرر)		<b>Referenced PILOs</b> (مخرجات تعلم البرنامج)	
<b>I. Knowledge and Understanding:</b> 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		

**C. Professional and Practical Skills:** 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		

**D. Transferable Skills:** 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		

**(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 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) 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	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> </ul>	2	4	a1, b1, c1, d1

		<ul style="list-style-type: none"> <li>▪ Disinfection and sterilization</li> <li>▪ Anesthesia</li> <li>▪ Body defense mechanisms</li> <li>▪ Surgical infections.</li> </ul>			
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>					

## B. Case Studies and Practical Aspect:

## 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
<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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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:	رعاية الحوامل Antenatal Care	
2	Course Code & Number:	AC 2307	
3	Credit Hours:	Credit Hours	Theory Hours
		Lecture	Exercise
		2	0
		2	0
4	Study Level/ Semester at which this Course is offered:	المستوى الثاني - الفصل الدراسي الثالث	
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 لاكتساب المعرفة والمهارات للطالبات في مجال رعاية ما قبل الولادة لتعزيز قدرتهن على تقديم رعاية فعالة للأم الحامل والجنين والتعرف على الحالات الطبيعية وغير الطبيعية.

III. Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)
<b>J. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to:	
a1 Identify the anatomy & physiology of female reproductive system, menstrual cycle , fertilization, implantation , placental development & methods used to diagnose pregnancy.	A1



a2	Detect the most common discomforts & danger signs during pregnancy.		
<b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:			
b1	Recognize the common discomforts & danger signs during pregnancy.	<b>B1</b>	
b2	Undertake critical decision-making to support appropriate referral of either the woman or baby to other health professionals or agencies when normal processes are adversely affected and compromised.	<b>B2</b>	
<b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to:			
c1	Perform physical examination of a pregnant woman & assess the conditions of the fetus in different trimester.	<b>C1</b>	
c2	Apply the role of midwife in caring women during the normal pregnancy & to make referral system with complicated pregnancy.	<b>C2</b>	
<b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:			
d1	Utilize effective interpersonal communication skills when dealing with women & their families.	<b>D1</b>	
d2	Apply the principle of professional ethics during all aspects of antenatal care.	<b>D2</b>	

<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 anatomy & physiology of female reproductive system, menstrual cycle, fertilization, implantation, placental development & methods used to diagnose pregnancy.	Lecture Female reproductive system model. Illustration by pictures & models	Short answer Objective type

a2	Detect the most common discomforts & danger signs during pregnancy.	Lecture Group discussion	Short answer Objective type
----	---	-----------------------------	--------------------------------

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

Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
b1	Recognize the common discomforts & danger signs during pregnancy.	Brainstorming Lecture Group discussion	Short answer Objective type
b2	Undertake critical decision-making to support appropriate referral of either the woman or baby to other health professionals or agencies when normal processes are adversely affected and compromised.	Brainstorming Lecture Group discussion	Short answer Objective type

**(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 physical examination of a pregnant woman & assess the conditions of the fetus in different trimester.	Illustration by models & Pictures Clinical session Seminar Role play	Clinical evaluation Case management exam Final clinical exam
c2	Apply the role of midwife in caring women during the normal pregnancy & to make referral system with complicated pregnancy.	Clinical session Seminar Role play	Clinical evaluation Case management exam Final 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 effective interpersonal communication skills when dealing with women & their families.	Group work Case Study Role play	Evaluation of student works Observation

d2	Apply the principle of professional ethics during all aspects of antenatal care.	Group work Case Study  Role play	Evaluation of student works Observation
----	--	---	--

#### 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	Anatomy	- Human reproductive system. - Anatomy of the male and female reproductive system. - Maternal pelvis.	1	2	
2	Menstrual cycle	- Definition – signs and symptoms (before and during Menstrual cycle) -Cycles and phases. - Ovarian cycle. - Follicular phase. - Ovulation. - Luteal phase. - Uterine cycle. - Menstruation. - Proliferative phase. -Secretory phase. -Anovulatory cycles and short luteal phases.-Menstrual health.	2	4	
3	Antenatal	- Preconception care - Confirming pregnancy and care of the pregnant women - Antenatal investigations. - Menstrual and obstetric history.	1	2	
4	Fertilization and Implantation of fertilized ovum	- Fertilization and Implantation of fertilized ovum. - Embryonic and fetal development. - development of the placenta and function	1	2	
5	Nutrition and Malnutrition during pregnancy	-balanced nutrition during pregnancy. -Effect of Malnutrition on pregnancy. - Effect of Malnutrition on fetus.	1	2	

6		<b>Midterm exam</b>	<b>1</b>	<b>2</b>	
7	Immunization and Medication	<ul style="list-style-type: none"> <li>- vaccines administration during pregnancy.</li> <li>- vaccines contraindication during pregnancy.</li> <li>- the safe drugs during pregnancy.</li> <li>- drugs have clear health risk for the fetus.</li> </ul>	<b>1</b>	<b>2</b>	
8	First trimester of pregnancy	<ul style="list-style-type: none"> <li>- Physiological changes during first trimester of pregnancy</li> <li>- Discomfort of pregnancy during First trimester.</li> <li>- positive signs of pregnancy.</li> <li>- the expected date of delivery (EDD calculated).</li> <li>- physical examination.</li> <li>- Fetal development during first trimester of pregnancy.</li> <li>- Management to promote self-care.</li> <li>- danger signs during first trimester of pregnancy.</li> </ul>	<b>2</b>	<b>4</b>	
9	Second trimester of pregnancy	<ul style="list-style-type: none"> <li>- Physiological changes during second trimester of pregnancy</li> <li>- Discomfort of pregnancy during second trimester.</li> <li>- Maternal assessment -fetal assessment.</li> <li>- Fetal development during second trimester of pregnancy.</li> <li>- Management to promote self-care.</li> <li>- danger signs during second trimester of pregnancy.</li> </ul>	<b>2</b>	<b>4</b>	
10	Third trimester of pregnancy	<ul style="list-style-type: none"> <li>- Physiological changes during Third trimester of pregnancy</li> <li>- Discomfort of pregnancy during Third trimester.</li> <li>- Maternal assessment -fetal assessment.</li> <li>- Fetal development during Third trimester of pregnancy.</li> <li>- Management to promote self-care.</li> </ul>	<b>2</b>	<b>4</b>	

		- danger signs during Third trimester of pregnancy.			
11		- preparation for breast feeding. - Education for parenthood. - Physical preparation for childbirth.	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				
2				
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	Prenatal care 1.History taking 2.diagnoses of pregnancy & estimated the EDD 3.Vital signs and weight taking			
2	1.Chart review for previous visits 2.Weight & BP. 3.Urine check for albumin & sugar			

3	1. Abdominal exam to determine : - Fetal presentation - Fetal position - Fetal attitude - Fetal lie			
4	-Vaginal exam			
5	-Auscultation of FHB			
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:

- Lecture
- Discussion group
- Brainstorming
- Demonstration
- Role play
- Presentation
- Case study

### VI. Assessment Methods of the Course:

- Theoretical midterm exam
- Case study assessment
- Weekly report assessment
- Final practical exam
- Final theoretical exam

### VII. Assignments:

No.	Assignments	Week Due	Mark	Aligned CILOs (symbols)
1	Write about physiological changes during pregnancy?			
2	Mention the signs & symptoms of pregnancy?			
3	Detect the positive signs of pregnancy?			
<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 النهائى	14-16	60	60%	
<b>Total</b>			<b>100</b>	<b>100%</b>	

### 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 ): مثال example ( 2 كحد أقصى )  
الكتب الدراسية المطلوبة

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.

-Mesfin Addisse, Maternal and child nursing health care, 2003, University of Godar, Ethiopia

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

1	<b>Class Attendance:</b> 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.

3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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:	pediatric nursing 1			
2	Course Code & Number:				
3	Credit Hours:	Credit Hours	Theory Hours		Lab. Hours
			Lecture	Field	
		3	3	--	--
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:				

## II. Course Description:

This course introduces pediatric illness and theoretical concepts related to it to nursing students. It is designed to provide knowledge related to pediatric care, these include introduction to principles of pediatric nursing, growth and development from infancy through adolescent, child nutrition and psychology, premature baby, genetic disorders and immunization. The course also includes different medical and surgical disorders as well as child emergencies.

## 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	a1- Identify the reactions of child and family towards hospitalization, normal growth & development of children at different ages and common nutritional disorders of infants & children	A1	
a2	a2- Recognize problems associated with preterm infants, genetic disorders and immunization program	A3	
	a3- Recognize the most common health problems of children at different developmental stages and their medical, surgical and nursing management.		

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

b1	b1. Differentiate between types of chromosomal disorders and developmental stages of children from infancy to adolescence.	B2	
b2	b2. Formulate nursing care plan based on standards, and nursing process to children with various medical and surgical disorders.	B3	

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

c1	c1- Use nursing process to provide pediatric nursing care for common pediatric medical or surgical disorders	C1	
c2		C2	

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

d1	d1. Utilize effective inter-professional collaborative practice, coordination and interpersonal communication skills when caring children and teaching their families	D1	
d2	d2. Apply the principle of professional ethics during all aspects of nursing care	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 the reactions of child and family towards hospitalization, normal growth & development of children at different ages and common nutritional disorders of infants & children	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> <li>▪ Tutoring &amp; facilitating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Midterm &amp; Final written examination</li> <li>▪ Case and topic presentation</li> </ul>
a2	Recognize problems associated with preterm infants, genetic disorders and immunization program	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> <li>▪ Tutoring &amp; facilitating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tests</li> <li>▪ Oral examination (Viva)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Group work (cooperative Learning)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Midterm &amp; Final written examination</li> <li>▪ Case and topic presentation</li> </ul>
	Recognize the most common health problems of children at different developmental stages and their medical, surgical and nursing management.	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar (discussion)</li> <li>▪ Group work (cooperative Learning)</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 and 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 types of chromosomal disorders and 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 nursing care plan based on standards, and nursing process 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	Use nursing process to provide pediatric nursing care for common pediatric medical or surgical 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		<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	Utilize effective inter-professional collaborative practice, coordination and interpersonal communication skills when caring children and teaching 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 during all aspects of nursing 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	Introduction:	<p><b>Introduction to Pediatric Nursing</b></p> <ul style="list-style-type: none"> <li>▪ Concepts and Principles of Pediatric Nursing</li> <li>▪ Role of Pediatric Nurse</li> <li>▪ Nursery school</li> <li>▪ The reactions of child and family towards hospitalization and illness</li> </ul> <p><b>Growth and Development</b></p> <ul style="list-style-type: none"> <li>▪ Important &amp; Principles.</li> <li>▪ Factors affecting of Growth &amp; development.</li> </ul> <p><b>Normal growth &amp; development from conception to adolescence</b></p> <ul style="list-style-type: none"> <li>▪ Embryo</li> <li>▪ Normal Newborn</li> <li>▪ Stages of development:</li> <li>▪ Normal Infant, Toddler, Pre-School Stage, School Stage.</li> <li>▪ Normal Adolescence.</li> </ul> <p><b>Types of feeding of an infant:</b></p> <ul style="list-style-type: none"> <li>• Nutritional needs</li> <li>• Breast, Exclusive &amp; Supplementary/ feeding</li> <li>• Weaning</li> </ul>	3	9	a1, b1, d1

		<ul style="list-style-type: none"> <li>The common nutritional disorders of infants &amp; children and nursing care</li> </ul>			
2		<b>Child psychology</b> <ul style="list-style-type: none"> <li>Childhood behavioral, developmental, habit disorders</li> <li>Child counseling</li> <li>Causes of stress.</li> <li>Pediatric Unit.</li> <li>Nursing care plan of hospitalized Child.</li> </ul>			
3		<b>Premature baby</b> <ul style="list-style-type: none"> <li>Predisposing Factors.</li> <li>Classification</li> <li>Problems associated with preterm infants</li> <li>Assessment of high risk neonates</li> </ul>	1	3	a1, a2, b1, d1
4		<b>Genetic Disorder</b> <ul style="list-style-type: none"> <li>Common chromosomal disorders</li> <li>Down's, Turner's, Klinefelter's, &amp; Edwards syndrome,</li> <li>Genetic counseling</li> <li>Albinism, Inborn errors of metabolism &amp; mental retardation</li> </ul>	1	3	
5		<b>Immunization Program</b> <ul style="list-style-type: none"> <li>Immunization program</li> <li>Cold chain</li> <li>Under five clinic,</li> <li>Well baby clinic,</li> <li>Child Guidance Clinic</li> </ul>	1	3	
6		<b>Nursing Management of Respiratory Disorders</b> <ul style="list-style-type: none"> <li>Nasopharyngitis- Otitis Media</li> <li>Croup, Bronchiolitis, Bronchitis, Pneumonia, TB, Bronchial Asthma, emphysema</li> </ul>	5	15	a3, b2, c1, d1, d2
7		<b>Nursing Management of Children with Cardiovascular Disorders</b> <ul style="list-style-type: none"> <li>Rheumatic Heart Disease,</li> <li>Congestive Heart Failure,</li> <li>Kawasaki disease.</li> </ul>			
8		<b>Nursing Management of Gastrointestinal Disorders</b> <ul style="list-style-type: none"> <li>Abdominal Pain.</li> </ul>			

		<ul style="list-style-type: none"> <li>▪ Oral Candidiasis.</li> <li>▪ Constipation.</li> <li>▪ Diarrhea, Dehydration.</li> <li>▪ Gastroenteritis, Malabsorption syndrome, Hepatitis</li> </ul>			
		<b>Nursing Management of Children with Blood Disorders</b> <ul style="list-style-type: none"> <li>▪ Anemia, Thalassemia, Hemophilia, Leukemia, Lymphomas</li> </ul>			
		<b>Nursing Management of Endocrine Disorders:</b> <ul style="list-style-type: none"> <li>▪ Hyperthyroidism</li> <li>▪ Diabetes Mellitus.</li> <li>▪ Congenital Hypothyroidism.</li> </ul>			
		<b>Nursing Management of Central Nervous System Disorders:</b> <ul style="list-style-type: none"> <li>▪ Meningitis.</li> <li>▪ Encephalitis.</li> <li>▪ Meningitis,</li> <li>▪ Convulsions, Epilepsy</li> </ul>			
		<b>Nursing Management of Urinary System Disorders</b> <ul style="list-style-type: none"> <li>▪ Acute glomerulonephritis,</li> <li>▪ Nephrotic syndrome,</li> <li>▪ Renal failure</li> </ul>			
		<b>Skin and Parasites:</b> <ul style="list-style-type: none"> <li>▪ Malaria – Impetigo</li> <li>▪ Ringworm, Tinea</li> <li>▪ Diaper Rash</li> <li>▪ Scabies</li> <li>▪ Pediculosis-Ascariasis</li> <li>▪ Oxyuriasis (Pin Worm).</li> </ul>			
		<b>Nursing Management of Children with Common Communicable Diseases:</b> <ul style="list-style-type: none"> <li>▪ <b>Bacteria:</b> Diphtheria, Pertussis, Tetanus, Scarlet fever</li> <li>▪ <b>Virus:</b> Chicken pox, Measles, German Measles, Mumps, Poliomyelitis</li> </ul>			
		<b>Management of children with congenital disorders and diseases of</b> 1.Cardiovascular System: Ventricular & Atrial Septal Defect, Patent Ductus Arteriosus	3	9	a3, b2, c1, d1, d2

		<p>2. Gastro intestinal system: Cleft lip &amp; palate, Tracheo-esophageal fistula, Pyloric stenosis, Intestinal obstruction, Diaphragmatic Hernia, Intussusception, Anorectal malformation, Hernias</p> <p>3. Central Nervous System: Head injury, Hydrocephalus</p> <p>4. Genitourinary system: Obstructive Uropathy, Epispadias, Hypospadias</p> <p>5. Orthopedic Disorders: Club foot, Hip dislocation, Fracture</p> <p><b>Child health emergencies</b></p> <ul style="list-style-type: none"> <li>▪ Poisoning, foreign bodies, Suffocation</li> <li>▪ Shock, hemorrhage</li> <li>▪ Falls &amp; Burn</li> </ul>			
<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	Perform assessment for growth and development of three assigned infant and pediatric patients <ul style="list-style-type: none"> <li>▪ Case study/ Presentation</li> <li>▪ Health teaching</li> </ul>	W5	5	a1, b1
2	Give care to three. assigned pediatric patients with medical & surgical disorders <ul style="list-style-type: none"> <li>▪ Nursing care Plan</li> <li>▪ Case study/ Presentation</li> </ul>	W11	5	a2, b2,
<b>Total</b>			<b>10</b>	

<b>VIII. Schedule of Assessment Tasks for Students During the Semester:</b>					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Quizzes	Every week	5	5%	a1, a2, b1, b2
2	Assignments	3 <sup>rd</sup> - 12 <sup>th</sup> Week	10	10%	a1, a2, b1, b2, d1, d2
3	First term exam	5 <sup>th</sup> Week	5	5%	a1, b1
4	Mid-term exam	8 <sup>th</sup> Week	15	15%	a1, a2, b1, d1
	Second exam	10 <sup>th</sup> Week	5	5%	a2, b2
	Final term exam	16 <sup>th</sup> Week	60	60%	a3, b2, c1, d1, 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. Potts N., and Mandlco B., L. (2012). Pediatric Nursing Caring for Children and Their Families, 3rd Ed.
2. Ball J., bindler R, and Cowen K., (2012). Principle of Pediatric Nursing 5<sup>th</sup> ed.
3. Marlow.,(2005): Textbook of Pediatric Nursing ,Elsevier

#### **2- Essential References.**

1. White L., Duncan G., and Baumle W., (2011). Foundations of Maternal & Pediatric Nursing. 3<sup>rd</sup> Ed. Cengage Learning, Inc, United States of America
2. Beevi, A.,(2009) : Text book of pediatric Nursing, 1<sup>st</sup> ed., Elsevier Inc. India ,P.p 1-431 .



3. Khilani ,p.k (2009): Practical Approach to Pediatric Intensive Care , 2<sup>nd</sup> ed. Japee Brother Medical Publishers ,New Delhi , Pp 1-1117.
4. Datta ,P.,(2009) : Pediatric Nursing,2<sup>nd</sup> ed . Japee Brother Medical Publishers ,New Delhi , Pp 1-513.

### 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> 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> 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> 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> 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> 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> 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>

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

## I. Course Identification and General Information:

1	Course Title:	Health Administration			
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)

L. Knowledge and Understanding: 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		
<b>C. Professional and Practical Skills:</b> 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		
<b>D. Transferable Skills:</b> 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		

<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	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>(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	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 (CLOs)
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> <li>▪ Role of nurses as a manager</li> </ul>	1	1	a1, b1, c1, d1
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> </ul>	4	4	a2, b2, d2

		<ul style="list-style-type: none"> <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> <li>○ Types of communication</li> <li>○ Making assignment &amp; factors influence of communication</li> </ul> </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>					

## B. Case Studies and Practical Aspect:

## 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> Concept of budget	W5	5	a1, c1
2	<b>Assignment 2:</b> 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	<b>Assignments</b>	W5,11	10	10%	a1, b1, a2, b2, c1, 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

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	<b>Class Attendance:</b> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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)

**M. 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:**

	<b>Course Intended Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
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:**

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

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 (CILOs)
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> </ul>			a2, b2, c2, d2

		<ul style="list-style-type: none"> <li>• Hypnotics</li> <li>• Narcotics</li> <li>• Drug toxicity</li> </ul>			
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> 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> 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> 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> 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> 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> 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>	Epidemiology			
2	<b>Course Code &amp; Number:</b>				
3	<b>Credit Hours</b>	<b>Theory Hours</b>	<b>Credit Hours</b>		<b>Credit hours</b>
			<b>Lecture</b>	<b>Exercise</b>	
		1	-	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 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)

**N. 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>B. Intellectual Skills:</b> 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		
<b>C. Professional and Practical Skills:</b> 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		
<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 methods of control of communicable diseases		
d2	Use an internet and computer while studying observational and experimental studies		

<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 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>(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 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 (CILOs)
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 Triangle (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> <li>• Final term exam</li> </ul>

## 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

5.

### 2- Essential References:

2.

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

Websites:

▪

## X. Course Policies

### 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> 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> 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> 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> 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> 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:	مخاض وولادة طبيعية Normal labor & delivery	
2	Course Code & Number:	NLD 2310	
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:	المستوى الثاني - الفصل الدراسي الرابع	
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 اعمدي توصيف المساق	
13	Date of Approval:	تاريخ اعتماد مجلس الجامعة	

II. Course Description: وصف المقرر
تم تصميم المقرر لتزويد الطالبات بالمعرفة والمهارات لتقديم الرعاية للمرأة والوليد أثناء المخاض الطبيعي والولادة وكيفية التعامل مع المخاض والولادة الطبيعية.

III. Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)
<b>O. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to:	
a1 Demonstrate an understanding the physiological process related to childbirth	A1
a2 Identify signs & symptoms of true labor , factors that influence labor & the health need of women in labor , delivery & puerperium.	
<b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:	

b1	Explain the advantages & disadvantages of home birth.	<b>B1</b>	
b2	Recognize or compare between true & false labor, latent , active & transitional phases	<b>B2</b>	
<b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to:			
c1	Conduct complete history , abdominal & pelvic exam.	<b>C1</b>	
c2	Provide management for women during the first , second , third stage of labor & management of newborn.	<b>C2</b>	
<b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:			
d1	Utilize information & technology in practice.	<b>D1</b>	
d2	Demonstrate professional , legal & other aspects related to midwifery.	<b>D2</b>	

<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	Demonstrate an understanding the physiological process related to childbirth.	Lecture Role play Presentation	Short answer Objective type
a2	Identify signs & symptoms of true labor , factors that influence labor & the health need of women in labor , delivery & puerperium.	Lecture Group discussion presentation	Short answer 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	Explain the advantages & disadvantages of home birth.	Lecture Group discussion Brainstorming	Short answer Objective type



b2	Recognize or compare between true & false labor, latent , active & transitional phases	Lecture Group discussion Brainstorming	Short answer Objective type
----	--	--	--------------------------------

**(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	Conduct complete history, abdominal & pelvic exam.	Lecture Role play Clinical practice	Assessment of daily activities. Assessment of each skill with checklist. Evaluation of case study. Practical record. Clinical exam.
c2	Provide management for women during the first , second , third stage of labor & management of newborn.	Lecture Role play Clinical practice	Assessment of daily activities. Assessment of each skill with checklist. Evaluation of case study. Practical record. 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 Visual aids	Short answer Objective type
d2	Demonstrate professional , legal & other aspects related to midwifery.	Lecture Visual aids	Short answer 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	Introduction	- Place of birth. - Essential factors in labor process:(Passageway -Passenger-Power). -Causes of labor. Physiological changes in labor.	2	4	

2	Physiology of labor	<ul style="list-style-type: none"> <li>-Cervical effacement and dilatation.</li> <li>-Uterine contraction. -Polarity.</li> <li>-Intensity.</li> <li>-Rupture of the membrane.</li> </ul> Show	2	4	
3	Care during the first stage of labor	<ul style="list-style-type: none"> <li>-Partnership in care. - Emotional and psychological care.</li> <li>-The onset of labor. - General examination.</li> <li>-Abdominal examination. - Vaginal examination.</li> <li>-A partograph.</li> <li>-Assessment of the progress in labor(Laten phase- Active phase)</li> <li>-Pelvic assessment. - Psychological assessment.</li> <li>-Bladder care. - Position of women during labor.</li> <li>-Nutrition of women during labor.</li> <li>-Assessment of fetal condition.</li> <li>-Relief of pain during labor.</li> </ul>	2	4	
4	Care in the second stage of labor	<ul style="list-style-type: none"> <li>-Signs of progress.</li> <li>-Physiology of the second stage of labor</li> <li>-Mechanism of labor:(Descent. -Flexion. - Internal rotation.</li> <li>Crowing of the head. – Extension. – Restitution. - Internal rotation of the shoulder. - Lateral flexion).</li> <li>-Duration of the second stage of labor.</li> <li>-Position the second stage of labor.</li> <li>-Hygiene and comfort measure.</li> <li>-Assessing the need for episiotomy.</li> <li>Types of episiotomy.</li> </ul>	2	4	
5		<b>Midterm exam</b>	1	2	
6	Third stage of labor	<ul style="list-style-type: none"> <li>-Physiology of the third stage of labor.</li> <li>-Cord clamping.</li> <li>-Management of the third stage of labor.</li> <li>-Care of the newborn.</li> </ul>	2	4	
7	The fourth stage of labor	<ul style="list-style-type: none"> <li>-The fourth stage of labor.</li> <li>- The normal puerperium.</li> <li>- Aims of postnatal care.</li> </ul>	2	4	

		- Physiological health changes during the postnatal period.			
8	Risk factors post delivery	-The role of the midwife during the postnatal period. -Mastitis and breast abscess. -Septicemia. Deep vein thrombosis.	1	2	
9	Health education and counseling about	-Breast feeding. -Sleep and rest. -Vaccinations. -Family planning.	1	2	
		<b>Final exam</b>	1	2	
<b>Number of Weeks /and Units Per Semester</b>			<b>16</b>	<b>32</b>	

### C. Tutorial Aspect: الجانب التعليمي

No.	Tutorial	Number of Weeks	Contact Hours	Learning Outcomes (CILOs)
1	Abdominal exam to determine fetal presentation			
2	Vaginal exam to determine dilation & effacement			
3	FHB measurement			
4	Episiotomy			
5	Normal vaginal delivery			
6	Apgar score			
7	partograph			
8	Assessment of uterine contraction			
9	Delivery of placenta			
10	Cord clamp			
11				
<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	Assess Uterine contraction during labour?			
2	Compare between midline & mediolateral episiotomy?			
3	Compaire between true & false labor?			
<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	5	5%	
2	الواجبات	4-12	5	5%	
3	الاختبار النصفى	7-8	20	20%	
	التقييم العملي	1-12	30	30%	
4	الاختبار النهائي	14-16	40	40%	
<b>Total</b>			<b>100</b>	<b>100%</b>	

## 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 ): مثال example ( 2 كحد أقصى ) الكتب الدراسية المطلوبة

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.
- Mesfin Addisse, Maternal and child nursing health care, 2003, Faculty of Godar, Ethiopia

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**

1	<b>Class Attendance:</b> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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 2			
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:				
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:

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 & nonsteroidal anti-inflammatory drugs.

## 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 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> 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> 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> 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> 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> 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> 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 (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)

**Q. 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)**

<b>1</b>	<b>Class Attendance:</b> 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> 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> 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> 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> 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> 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)

**R. 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, 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

6.

### 2- Essential References:

3.

### 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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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	Theory Hours
		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 للطلاب في مجال أمراض النساء والتوليد وكيفية التعامل بفعالية مع أي مشكلة في البيئة السريرية.

III. Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)
<b>S. 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.	<b>B1</b>	
b2	Explain the causes of amenorrhea , dysmenorrhea & management.	<b>B2</b>	
<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.	<b>C1</b>	
c2	Apply the role of midwife in caring women during menopause.	<b>C2</b>	
<b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:			
d1	Utilize information & technology in practice.	<b>D1</b>	
d2	Apply the principles of professional ethics during all aspects of gyneacological management.	<b>D2</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	Describe certain uterine , ovaries , cervical & vaginal diseases.	Lecture Presentation Discussion	Short answer Objective type
a2	Discuss the sexual transmitted diseases , infertility , & preventive measures.	Lecture Presentation Discussion	Short answer Objective type

**(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	Recognize the sexual transmitted diseases & the preventive measures.	Lecture Discussion Brainstorming	Short answer Objective type
b2	Explain the causes of amenorrhea , dysmenorrhea & management.	Lecture Discussion Brainstorming	Short answer Objective type

**(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 the vaginal & cervical pap smear.	Practice session Case discussions / Seminar Supervised clinical practice	Assess daily activities Assess each skill with checklist Evaluation of case study Practical record. Clinical exam
c2	Apply the role of midwife in caring women during menopause.	Practice session Case discussions / Seminar Supervised clinical practice	Assess daily activities Assess each skill with checklist Evaluation of case study Practical record. 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 Visual aids	Short answer Objective type
d2	Apply the principles of professional ethics during all aspects of gynecological management.	Lecture Visual aids	Short answer 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 (CILOs)
1	Obstetrics and gynecology	-Physical examination. - Genital fistula. -Uterine prolapsed. -Ovarian cysts. - Breast cancer. -Cervical cancer. - Uterine tumor. - Menopause and management.	3	6	

2	some disease with pregnancy	-Heart disease with pregnancy. -Anemia with pregnancy. -Gestational diabetes mellitus. -Hyperemesis gravidarum. -Preeclampsia and eclampsia.	4	8	
3		<b>Midterm exam</b>	1	2	
4	Menstrual disorder	-Premenstrual syndrome (PMS). -Amenorrhea. Dysmenorrhea. - Menorrhagia.	2	4	
5	Inflammation of the female reproductive system	Endometritis. - Cervicitis. – Vaginitis	2	4	
6	Sexually transmitted diseases	-Sexually transmitted diseases:(Gonorrhea. -Syphilis. - AIDS)	1	2	
7	Infertility	-Female Infertility -Male Infertility	1	2	
8	Congenital anomaly of reproductive system	-Uterine anomaly. -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				

9				
15	Final exam			
Number of Weeks /and Units Per Semester		13	26	

### 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: .Genital fistula. .Uterine prolapsed. . Breast cancer. .Cervical cancer. . Uterine tumor.			
3				
4				
5				
Number of Weeks /and Units Per Semester		14	28	

### 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?			
<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 النصفي	7-8	20	20%	
4	الاختبار النهائي	14-16	60	60%	
<b>Total</b>			<b>100</b>	<b>100%</b>	

## 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 ): مثال example ( 2 كحد أقصى )  
الكتب الدراسية المطلوبة

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

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> 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> 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> 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> 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> 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>	Health Education			
2	<b>Course Code &amp; Number:</b>				
3	Credit Hours	Theory Hours	Credit Hours		Lab. Hours
			Lecture	Exercise	
		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:

The course focuses on the methods used in health education for individual or group in the community also to development and implementation of a mini health education for individual or group and emphasis is placed on the educational process and approaches to health education

## 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 the concept, scope, goals, principles, steps and approaches used in health education		
----	---	--	--

a2	Explain methods of teaching, characteristics of learning, approaches and principles used in health education		
----	--	--	--

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

b1	Analyze the common teaching methods and process used in health education and factors affecting teaching-learning environment and client education		
----	---	--	--

b2	Compare between types of evaluation		
----	-------------------------------------	--	--

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

c1	Use the educational process to implement health education for healthy or sick individual or groups in the community		
----	---	--	--

c2	Select the suitable design, types of media and teaching methods used in each health education encounter		
----	---	--	--

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

d1	Communicate effectively with individuals and families		
----	---	--	--

d2	States ethics of health education		
----	-----------------------------------	--	--

**(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 concept, scope, goals, principles, steps and approaches used in health education	<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 methods of teaching, characteristics of learning, approaches and principles used in health education	<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 the common teaching methods and process used in health education and factors affecting teaching-learning environment and client education	<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 types of evaluation	<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 the educational process to implement health education for healthy or sick individual or groups in the community	<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	Select the suitable design, types of media and teaching methods used in each health education encounter	<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 individuals 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	States ethics of health education	<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>▪ Concept and determinations of health. - Education Changing health behavior. - Assessing individual and group needs of health education. -Evolution of health education</li> <li>▪ Traditional health education - Community based health education -Health promotion - Social change</li> <li>▪ Objectives of health education</li> <li>▪ The health educator.</li> </ul>	2	4	a1, b1, c1, d1
2	The educational process	<ul style="list-style-type: none"> <li>▪ Concept.</li> <li>▪ Identification of needs and priorities Educational objectives</li> <li>▪ Principles of health education.</li> </ul>	1	2	a1, b1, c1, d1
3	Scope of Health Education	<ul style="list-style-type: none"> <li>▪ School health education - Patient education</li> <li>▪ Community health education - Worksite health education</li> </ul>	1	2	a1, b1, c1, d1
4	Learning / Teaching Process	<ul style="list-style-type: none"> <li>▪ Principles of learning and teaching - Characteristics of learning and teaching - Learning domains and learning objectives - Motivation in learning</li> </ul>	2	4	a1, b1, c1, d1
5		<b>Midterm exam</b>	1	2	a1, b1, c1, d1
6	Psychosocial Basic of Health Education	<ul style="list-style-type: none"> <li>▪ Factors affecting human behaviors: -</li> <li>▪ Predisposing factors (knowledge, attitudes, beliefs and values). - Reinforcing factors (social support)</li> <li>▪ Enabling factors (resources and skills)</li> <li>▪ Behavior modifications</li> <li>▪ Models for behavior change</li> </ul>	2	4	a2, b2, c2, d2

7	Educational Methods and Materials:	<ul style="list-style-type: none"> <li>▪ -Educational methods: -</li> <li>▪ -Face to face –</li> <li>▪ -Interviewing and counseling (one to one)</li> <li>▪ Group work: class teaching, student's presentation and group discussion.</li> <li>▪ Role play</li> <li>▪ -Simulation -Mass media</li> <li>▪ Audiovisual materials</li> <li>▪ Poster -Overhead projector</li> <li>▪ Written materials</li> </ul>	3	6	a2, b2, c2, d2
8	Planning of educational session	<ul style="list-style-type: none"> <li>▪ -Choice of course.</li> <li>▪ Identification of needs &amp; priorities.</li> <li>▪ -Definition of learning objectives.</li> <li>▪ -Determination of Topic contents.</li> <li>▪ Designing of evaluation tools.</li> <li>▪ Implementation of activities..</li> </ul>	3	6	a2, b2, c2, d2
		<b>Final exam</b>	<b>1</b>	2	a2, b2, c2, d2
<b>Number of Weeks /and Units Per Semester</b>			16	32	

### 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: methods of teaching	W5	5	a1, c1
2	Assignment 2: use of media in teaching	W11	5	a2, b2, c2
<b>Total</b>			<b>10</b>	

<b>VIII. Schedule of Assessment Tasks for Students During the Semester:</b>					
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

7.

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	<b>Class Attendance:</b> 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.
3	<b>Exam Attendance/Punctuality:</b>



	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> 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> 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> 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:	مخاض وولادة غير طبيعية Abnormal labor & Delivery			
2	Course Code & Number:	ALD 2315			
3	Credit Hours:	Credit Hours	Theory Hours		Lab. Hours
			Lecture	Exercise	
		2	2	0	2
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 كمكمل للمخاض ولكن تم التركيز على المشاكل التي تصاحب الولادة وكيفية التعامل مع المخاض والولادة غير الطبيعية.

### 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 the causes of abnormal labor and birth, complication during the first , second & third stage of labor.	A1	
a2	Describe the causes of cesarean delivery.		

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

b1	Recognize the complications of abnormal labor & delivery.	<b>B1</b>	
b2	Critically discuss the role of midwife in assessment, & emergency management of complicated labor & delivery.	<b>B2</b>	
<b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to:			
c1	Provide emergency care for a woman , & transfer her to the hospital.	<b>C1</b>	
c2	Perform and suture of episiotomy and first degree tears.	<b>C2</b>	
<b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:			
d1	Recognize the role of midwife in caring for a woman with complicated labor & delivery.	<b>D1</b>	
d2	Communicates effectively with medical health team in caring for a woman with complicated labor & delivery.	<b>D2</b>	

<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 causes of abnormal labor and birth, complication during the first , second & third stage of labor.	Lecture Discussion	Essay type Short answer Objective type
a2	Describe the causes of cesarean delivery.	Lecture Discussion	Essay type Short answer 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 complications of abnormal labor & delivery.	Lecture Discussion group	Short answer MCQ
b2	Critically discuss the role of midwife in assessment, & emergency	Brianstorming	Short answer MCQ

	management of complicated labor & delivery.		
<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	Provide emergency care for a woman , & transfer her to the hospital.	Clinical session Case discussion	Clinical evaluation Short answer Clinical exam
c2	Perform and suture of episiotomy and first degree tears.	Clinical session Case discussion	Clinical evaluation Short answer Clinical 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	Recognize the role of midwife in caring for a woman with complicated labor & delivery.	Lecture Discussion	Short answer MCQ
d2	Communicates effectively with medical health team in caring for a woman with complicated labor & delivery.	Lecture Discussion	Short answer MCQ

#### 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	Causes of abnormal labor and birth	-Power -Passenger -Passageway	1	2	
2	Complication during the first and second stage of labor	-Complication during the first stage of labor. -Complication during the second stage of labor. - Prolapse of the of umbilical cord	4	8	

		<ul style="list-style-type: none"> <li>- Rupture of uterus</li> <li>- Cervical tear</li> <li>- Vaginal tear</li> <li>- Perineal tear</li> <li>- Prolonged labor</li> <li>- (Shoulder presentation)</li> </ul>			
3	Complication during the third stage of labor	-Complication during the third stage of labor. Prolapsed of uterus.	2	4	
4		<b>Midterm exam</b>	1	2	
5	Referral system	-Referral system	1	2	
6	Cesarean delivery	<ul style="list-style-type: none"> <li>-Indication of Cesarean delivery.</li> <li>- Types of Cesarean delivery.</li> <li>-contraindication. - Complication.</li> <li>-Pre- and post-operative care.</li> </ul>	2	4	
		<ul style="list-style-type: none"> <li>- Polyhydraminous &amp; oligohydraminous</li> <li>- Multiple pregnancy</li> <li>- Rhesus factor</li> <li>- Malposition and malpresentation</li> <li>- Intrauterine growth retardation</li> <li>- Intrauterine fetal death</li> </ul>	4	8	
		<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	Abnormal labor & delivery			
2	Complication during the second stage of labor. - Prolapse of the of umbilical cord			

	<ul style="list-style-type: none"> <li>- Rupture of uterus</li> <li>- Cervical tear</li> <li>- Vaginal tear</li> <li>- Perineal tear</li> <li>- Prolonged labor</li> <li>- (Shoulder presentation)</li> </ul>			
3	Cesarean delivery			
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	.Assessment of women with abnormal labor & delivery through: .Passageway .Passenger .Power			
2	.Assessment of a woman with: -Prolapse of the of umbilical cord - Rupture of uterus - Cervical tear - Vaginal tear - Perineal tear - Prolonged labor - (Shoulder presentation) .Assist in the management of a woman with:			

	--Prolapse of the of umbilical cord - Rupture of uterus - Cervical tear - Vaginal tear - Perineal tear - Prolonged labor - (Shoulder presentation)			
3	.Assessment of a woman with the indications of cesarean delivery.			
4	.Preoperative & postoperative management of a woman with cesarean delivery.			
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. Brainstorming
4. Case discussion
5. Student presentation
- 6.Role play
- 7.Field work

## VI. Assessment Methods of the Course:

.Midterm theoretical exam

- . Clinical work assessment
- .Clinical final exam
- .Final theoretical exam
- .Case study assessment

## VII. Assignments:

No.	Assignments	Week Due	Mark	Aligned CILOs (symbols)
1	Mention the indication of CS?			
2	Discuss the pre & postoperative management of a woman with CS?			
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	5	5%	
2	الواجبات	4-12	5	5%	
3	الاختبار النصفي	7-8	20	20%	
4	التقييم العملي	1-12	30	30%	
5	الاختبار النهائي	14-16	40	40%	
<b>Total</b>			<b>100</b>	<b>100%</b>	

## 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 ) : مثال example ( 2 كحد أقصى )  
الكتب الدراسية المطلوبة

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



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

1	<b>Class Attendance:</b> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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:	Family Planning تنظيم الاسرة			
2	Course Code & Number:	FP 3318			
3	Credit Hours:	Credit Hours	Theory Hours		
			Lecture	Exercise	Lab. Hours
		2	1	0	2
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:	English – عربي			
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 لتزويد الطالبة بالمعرفة والمهارات المتعلقة بوسائل تنظيم الأسرة. وتمكنهم من رعاية الزوج وزوجته قبل وأثناء وبعد استخدام وسائل تنظيم الأسرة.

III. Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)
--	--

V. Knowledge and Understanding: Upon successful completion of the course, students will be able to:			
a1	Identify the types & benefits of family planning.	A1	
a2	Detect the proper counseling technique to help the women to choose a family planning methods.		

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

b1	Recognize the advantages & disadvantages of the different types of family planning methods.	<b>B1</b>	
b2	Compare the different methods of family planning.	<b>B2</b>	

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

c1	Provide the different types of family planning.	<b>C1</b>	
c2	Perform the counseling for women & their partners with the different types of family planning.	<b>C2</b>	

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

d1	Utilize effective communication skills when dealing with a woman & her partners.	<b>D1</b>	
d2	Apply the principles of professional ethics during when dealing with women & their partners regarding to family planning.	<b>D2</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 types & benefits of family planning.	Lecture Discussion group Model of family planning Presentation	Short answer Objective type
a2	Detect the proper counseling technique to help the women to choose a family planning methods.	Lecture Discussion group Model of family planning Presentation	Short answer Objective type

**(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	Recognize the advantages & disadvantages of the different types of family planning methods.	Lecture Group discussion Brainstorming	Short answer Objective type

b2	Compare the different methods of family planning.	Lecture Group discussion Brainstorming	Short answer Objective type
----	---	--	--------------------------------

**(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 different types of family planning.		Clinical evaluation Short answer Clinical exam
c2	Perform the counseling for women & their partners with the different types of family planning.	Clinical session Case discussion	Clinical evaluation Short answer 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 effective communication skills when dealing with a woman & her partners.	Lecture Discussion	Short answer Objective type
d2	Apply the principles of professional ethics during when dealing with women & their partners regarding to family planning.	Lecture Discussion	Short answer 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	Introduction	- Definition. - The goals of family planning. -The health benefits of family planning. - The economic and social benefits of family planning. - Family planning counseling. - Method of family planning.	2	2	

2	Physiological methods	<ul style="list-style-type: none"> <li>- Natural method or calendar.</li> <li>- Prolonged lactation.</li> <li>- Coitus interruptus.</li> </ul> (Advantages and disadvantages for each types of family planning)	3	3	
3	Barrier methods	<ul style="list-style-type: none"> <li>- Vaginal diaphragm</li> <li>- The cervical cap</li> <li>- Male condom</li> <li>- Female condom</li> <li>- Spermicide agents</li> </ul> (Advantages and disadvantages for each types of family planning)	3	3	
4		<b>Midterm exam</b>	1	1	
5	Intrauterine contraceptive devices	-Intrauterine contraceptive devices (Types, indication, advantage, disadvantage, contraindication)	2	2	
6	Hormonal contraceptive	<ul style="list-style-type: none"> <li>-Oral contraceptive. - Injectable contraceptive.</li> <li>-Implants.</li> </ul> (Types, indication, advantage, disadvantage, contraindication) - Emergency contraception	2	2	
7	Caring of women receiving hormonal contraception	-Caring of women receiving hormonal contraception	1	1	
8	surgical methods	Tubal ligation. -Vasectomy.	1	1	
		<b>Final exam</b>	<b>1</b>	2	
<b>Number of Weeks /and Units Per Semester</b>			<b>16</b>	<b>17</b>	

<b>B. Case Studies and Practical Aspect: الجانب العملي</b>				
<b>No.</b>	<b>Tasks/ Experiments</b>	<b>Number of Weeks</b>	<b>Contact Hours</b>	<b>Learning Outcomes (CILOs)</b>
1	-Counseling about family planning			
2	-Contraceptive methods: .Procedures in performing: .IUD insertion & removal .Implant insertion & removal .Vaginal diaphragm .Injectable contraceptive .Tubal ligation .Vasectomy			
3				
4				
5				
6				
7				
8				
9				
15	<b>Final exam</b>			
<b>Number of Weeks /and Units Per Semester</b>		<b>13</b>	<b>26</b>	

<b>C. Tutorial Aspect: الجانب التعليمي</b>				
<b>No.</b>	<b>Tutorial</b>	<b>Number of Weeks</b>	<b>Contact Hours</b>	<b>Learning Outcomes (CILOs)</b>
1	-Assist in: Insertion & removal of IUD Insertion & removal of implant			
2	-Perform injectable contraceptive			
3	-Educate & teach women about: .The physiological methods of family planning. . Oral contraceptive . Local contraceptive			

12			
<b>Number of Weeks /and Units Per Semester</b>		<b>14</b>	<b>28</b>

### V. Teaching Strategies of the Course:

- Lecture
- Discussion
- Demonstration
- Brainstorming
- Case discussion
- Role play
- Clinical work activities
- Seminar

### VI. Assessment Methods of the Course:

- Midterm theoretical exam
- Clinical work assessment
- Clinical final exam
- Final theoretical exam
- Case study assessment

### VII. Assignments:

No.	Assignments	Week Due	Mark	Aligned CILOs (symbols)
1	Mention the physiological methods of family planning?			
2	Discuss the types of hormonal contraceptive?			
3	Write the side effects & complications of IUD?			
<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	5	5%	
2	الواجبات	4-12	5	5%	
3	الاختبار النصفي	7-8	20	20%	

4	التقييم العملي	1-12	30	30%	
5	الاختبار النهائي	14-16	40	40%	
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 ): مثال example ( 2 كحد أقصى )  
الكتب الدراسية المطلوبة

2- Essential References: المراجع الأساسية

- Mesfin Addisse, Maternal and child nursing health care, 2003, Faculty of Godar, Ethiopia

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

1	<b>Class Attendance:</b> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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)

**W. 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 an 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> </ul>	2	2	a2, b2, d2

		<ul style="list-style-type: none"> <li>▪ Advance Directives</li> <li>▪ Informed Consent</li> </ul>			
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	Assignment 1: Ethical and moral dilemma	W5	5	a1, c1
2	Assignment 2: 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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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 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	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>					

<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> <li>Final term exam</li> </ul>

<b>VII. Assignments:</b>				
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>	

<b>VIII. Schedule of Assessment Tasks for Students During the Semester:</b>					
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> 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.
3	<b>Exam Attendance/Punctuality:</b> 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> 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> 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> 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:	Obstetrics emergency الطوارئ التوليدية	
2	Course Code & Number:	OE 3319	
3	Credit Hours:	Credit Hours	Theory Hours
			Lecture Exercise Lab. Hours
		2	1 0 2
4	Study Level/ Semester at which this Course is offered:	المستوى الثالث - الفصل الدراسي السادس	
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:	English – عربي	
9	Study System:	فصلي - سنوي	
10	Mode of Delivery:	منتظم	
11	Location of Teaching the Course:		
12	Prepared by:	اسم معد امعدي توصيف المساق	
13	Date of Approval:	تاريخ اعتماد مجلس الجامعة	

II. Course Description: وصف المقرر
تم تصميم المقرر لتزويد الطالبة بالمعرفة والمهارات اللازمة لتقديم الرعاية للمرأة التي تعاني من مضاعفات مرتبطة بالحمل والمخاض والولادة.

III. Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)	Referenced PILOs (مخرجات تعلم البرنامج)
<b>Y. Knowledge and Understanding:</b> Upon successful completion of the course, students will be able to:	
a1 Identify the risk factors & complications during pregnancy , labor , delivery & its management.	A1
a2 Describe causes , clinical manifestation & proper care & support for women complaining from diseases associated with pregnancy.	
<b>B. Intellectual Skills:</b> Upon successful completion of the course, students will be able to:	

b1	Recognize signs & symptoms of major obstetric complications during pregnancy , labor & delivery.	<b>B1</b>	
b2	Integrate the causes or risks factors into the management of women with different obstetric complications during pregnancy , labor & delivery.	<b>B2</b>	
<b>C. Professional and Practical Skills:</b> Upon successful completion of the course, students will be able to:			
c1	Perform an assessment & management of women with obstetric complications during pregnancy , labor , & delivery.	<b>C1</b>	
c2	Implement health education for women & their families about obstetric complications during pregnancy , labor & delivery.	<b>C2</b>	
<b>D. Transferable Skills:</b> Upon successful completion of the course, students will be able to:			
d1	Utilize effective interpersonal communication skills when dealing with women & their families.	<b>D1</b>	
d2	Apply the principles of professional ethics when dealing with women & their families.	<b>D2</b>	

<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 risk factors & complications during pregnancy , labor , delivery & its management.	-Lecture -Discussion -Presentation	Short answer Objective type
a2	Describe causes , clinical manifestation & proper care & support for women complaining from diseases associated with pregnancy.	-Lecture -Discussion -Presentation	Short answer Objective type



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

Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
b1	Recognize signs & symptoms of major obstetric complications during pregnancy , labor & delivery.	-Lecture -Discussion -Brainstorming	Short answer Objective type
b2	Integrate the causes or risks factors into the management of women with different obstetric complications during pregnancy , labor & delivery.	-Lecture -Discussion -Brainstorming	Short answer Objective type

**(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 an assessment & management of women with obstetric complications during pregnancy , labor , & delivery.	-Clinical session -Case discussion	-Clinical evaluation -Short answer -Clinical exam
c2	Implement health education for women & their families about obstetric complications during pregnancy , labor & delivery.	-Clinical session -Case discussion	-Clinical evaluation -Short answer -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 effective interpersonal communication skills when dealing with women & their families.	-Lecture -Discussion	-Short answer -Objective type
d2	Apply the principles of professional ethics when dealing with women & their families.	-Lecture -Discussion	-Short answer -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	Obstetric emergencies	<ul style="list-style-type: none"> <li>- Shoulder dystocia.</li> <li>- Cephalopelvic disproportion.</li> <li>- Obstructed labor</li> <li>- Forceps delivery.</li> <li>- Vacuum delivery.</li> <li>- Cervical cerclage.</li> <li>- Twin's delivery.</li> <li>- Premature rupture of the membrane.</li> <li>- Puerperal infection.</li> <li>- Ectopic pregnancy.</li> </ul>	3	3	
2	Complications of the third stage of labor	<ul style="list-style-type: none"> <li>- Postpartum hemorrhage.</li> <li>- Prolonged third stage.</li> <li>- Acute inversion of uterus</li> <li>- Shock: (Cardiogenic shock - Hypovolemic shock - Neurogenic shock - Septic &amp; anaphylactic shock).</li> <li>- Retained placenta.</li> <li>- Uterine atony.</li> </ul>	3	3	
3		<b>Midterm exam</b>	1	1	
4	Abruption placenta & placenta previa	-Abruption placenta & placenta previa.	2	2	
5	Abortion	<ul style="list-style-type: none"> <li>-Types of abortion. - Causes of abortion.</li> <li>-Management of abortions.</li> </ul>	2	2	
6	Bleeding	<ul style="list-style-type: none"> <li>- Bleeding in pregnancy (early &amp; late pregnancy).</li> <li>- Dysfunctional uterine bleeding.</li> </ul>	2	2	
7	Obstetric emergency drugs	-Obstetric emergency drugs. Antihypertensive & anticonvulsive drugs.	1	1	
8	Hysterectomy	-Hysterectomy	1	1	
		<b>Final exam</b>	1	2	

<b>Number of Weeks /and Units Per Semester</b>	<b>16</b>	<b>17</b>	
--	-----------	-----------	--

**B. Case Studies and Practical Aspect: الجانب العملي**

No.	Tasks/ Experiments	Number of Weeks	Contact Hours	Learning Outcomes (CILOs)
1	Preeclampsia during pregnancy			
2	Bleeding in early pregnancy			
3	Bleeding in late pregnancy			
4	Types of abortion			
5	Placenta previa			
6	Premature rupture of membrane			
7	Shock			
8	Retained placenta			
9	Uterine atony			
15	<b>Final exam</b>			
<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	. Assessment of women with : -High Risk Factors of pregnancy -Complications during labor, delivery and postpartum period			
2	.Assessment of women with: -Postpartum hemorrhage. - Prolonged third stage. - Acute inversion of uterus - Shock: (Hypovolemic shock)			
3	. Assessment of women with: - Abortion. - Assist in the management of women with abortions.			
<b>Number of Weeks /and Units Per Semester</b>		<b>14</b>	<b>28</b>	

**V. Teaching Strategies of the Course:**

- Lecture
- Discussion
- Demonstration
- Brainstorming
- Case discussion
- Role play
- Clinical sessions
- Seminar

## VI. Assessment Methods of the Course:

- Midterm theoretical exam
- Clinical work assessment
- Clinical final exam
- Final theoretical exam
- Case study assessment

## VII. Assignments:

No.	Assignments	Week Due	Mark	Aligned CILOs (symbols)
1	Write the predisposing factors of preeclampsia?			
2	Discuss the types of abortion & management?			
3	Mention the causes of puerperal infection?			
<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	5	5%	
2	الواجبات	4-12	5	5%	
3	الاختبار النصفي	7-8	20	20%	
4	التقييم العملي	1-12	30	30%	
5	الاختبار النهائي	14-16	40	40%	
<b>Total</b>			<b>100</b>	<b>100%</b>	

## 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 ): مثال example ( 2 كحد أقصى ) الكتب الدراسية المطلوبة

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)

1	<p><b>Class Attendance:</b> 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> 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> 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> 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> 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.</p>
6	<p><b>Forgery and Impersonation:</b> 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)

Z. 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.*

<b>1- Required Textbook(s) ( maximum two ) : مثال example</b>
<ol style="list-style-type: none"> <li>1. Kaplan HI and Sadok BJ (2007). Synopsis of psychiatric. Baltimore, MD: Williams and Wilkins</li> <li>2. Kaplan &amp; Sadock (2008). Concise Textbook of Clinical Psychiatry, LWW</li> </ol>
<b>2- Essential References:</b>
<ol style="list-style-type: none"> <li>1. Ghanem: M. (2008): An introduction to psychiatry 3rd ed. That it publishing company.</li> <li>2. Kaplan – Kaplan &amp; Sadock (2010). Handbook of Clinical Psychiatry, LWW</li> </ol>
<b>3- Electronic Materials and Web Sites etc.:</b>
<b>Websites:</b> <ul style="list-style-type: none"> <li>▪ www.psychiatric medicine.com</li> <li>▪ www.psyche.org</li> </ul>

<b>تترك كما هي (2007) Based on the Uniform Students' By law) :X. Course Policies</b>	
<b>1</b>	<b>Class Attendance:</b> 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> 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> 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> 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> 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> 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.