

استمارة توصيف برنامج أكاديمي

الكلية : العلوم الطبية

الجامعة : الوطنية

المعلومات الأساسية عن البرنامج:

اسم البرنامج والدرجة العلمية	بكالوريوس التمريض
الجهة المخولة بمنح الدرجة العلمية (الكلية)	كلية العلوم الطبية
الجهة المسؤولة عن البرنامج	قسم التمريض (كلية العلوم الطبية)
الأقسام العلمية المشاركة في البرنامج	قسم الصيدلة- قسم المختبرات
لغة الدراسة في البرنامج	اللغة الإنجليزية
عام البدء بالدراسة (للبرامج الجديدة)	2020
أسلوب الدراسة في البرنامج	منتظم- الحد الأدنى للحضور 75%
مكان تنفيذ البرنامج	قاعات ومعامل الجامعة الوطنية
نظام الدراسة	فصلي
الزمن الكلي للبرنامج	أربعة سنوات (ثمانية فصول دراسية) + ستة اشهر إمتياز
المهنة/المهن التي يعد البرنامج للالتحاق بها	أخصائي تمريض
مستوى/مستويات التأهيل المستهدفة في البرنامج	بكالوريوس
المؤهل المطلوب للالتحاق:	ثانوية عامة (قسم عملي)
التقدير المطلوب للالتحاق:	حسب متطلبات التعليم العالي
شروط أخرى:	اختبار قبول - إجادة اللغة الإنجليزية - مهارات استخدام الكمبيوتر
اسم منسق البرنامج	د/ عادل المتوكل و د/ طه عبدالعزيز سعيد
تاريخ آخر اعتماد مواصفات البرنامج	2020 - 2019

2. رسالة الكلية وأهدافها:

رسالة الكلية:

إعداد كوادر مؤهلة علمياً وعملياً في المجالات الطبية قادرة على المنافسة محلياً وإقليمياً من خلال تقديم برامج تعليمية متميزة وفقاً لمعايير الجودة ومتطلباتها وبما يلبي احتياجات سوق العمل والمجتمع.

أهداف الكلية:

تتمثل أهداف الكلية فيما يلي:

1. إعداد كادر متخصص ومؤهل في المجالات الطبية بالأسس النظرية والتطبيقية والمهارات المهنية والقيم الأخلاقية من خلال برامج أكاديمية وفقاً لمعايير الجودة.



2. تطوير المهارات العلمية والعملية باستخدام الوسائل التعليمية الحديثة.
3. دعم البحث العلمي وتنمية قدرات الطالب في مجال تخصصه من خلال المشاركة في المشاريع البحثية والتعاون مع القطاعات البحثية المختلفة.
4. المساهمة الفعالة في خدمة المجتمع وتلبية متطلبات سوق العمل.

3. رسالة القسم العلمي وأهدافه

رسالة القسم العلمي:

اعداد كوادر متخصصة علمياً وعملياً وأخلاقياً في مجال التمريض يكون لديهم قدرة تنافسية على الصعيد المحلي والاقليمي والدولي ، من خلال برنامج أكاديمي تمريضي وفقاً لمعايير عالية الجودة، لتلبية احتياجات المجتمع و سوق العمل في مجال الرعاية الصحية التمريضية.

أهداف القسم العلمي:

تتمثل أهداف القسم العلمي فيما يلي:

1. تأهيل الطلبة الملتحقين بقسم التمريض بالمهارات التمريضية والعلمية اللازمة لتقديم العناية التمريضية الشاملة ذات الجودة الشاملة لتعزيز الصحة والوقاية من الأمراض لمختلف الاعمار.
2. تشجيع الطلبة على حل المشاكل الصحية في المجتمع من خلال إعداد البحوث التطبيقية في مجال التمريض.
3. تدريب الطلبة على المشاركة في فرق المسوحات الخاصة بالامراض الانتقالية وكيفية السيطرة عليها وحملات التوعية الصحية.
4. تزويد الطلبة بالأسس العلمية والبحثية اللازمة لتمكينهم من الإلتحاق بالدراسات العليا في مختلف مجالات التمريض.
5. تطوير البرامج التعليمية الأكاديمية التمريضية بصورة دورية لمواكبة التطورات العلمية الحديثة والاحتياجات المتغيرة لسوق العمل.

4. مواصفات الخريج

1. مؤهلا علميا وعمليا للعمل كإخصائي تمريض في المستشفيات والعيادات الخاصة المتخصصة، والعيادات الخاصة بالصحة النفسية والعقلية والبرامج التثقيف الصحي والارشاد النفسي العالمية لدعم الغذاء، ومراكز الصحة المدرسية، والمؤسسات التعليمية مراكز الوبائيات والترصد والوبائي.
2. قادرا على جمع و فحص و تحليل العينات بطريقة صحيحة ودقيقة
3. قادرا على مواكبة التطور الحديث في مجال تمريض
4. امينا و محافظا على خصوصية المرضى والمؤسسات الصحية.
5. قادرا على المشاركة في فرق المسوحات الخاصة بالامراض الانتقالية وكيفية السيطرة عليها وحملات التوعية الصحية.
6. قادرا على تقديم رعاية صحية شاملة ومتكاملة للأفراد والعائلات والمجتمع.



7. قادرا على تنفيذ برامج الرعاية الصحية الأولية.
8. قادر على العمل في المنظمات التي تهتم بالجانب الصحي بشكل عام

5. مرجعية البرنامج:

1. اللوائح والأنظمة الصادرة من مجلس الاعتماد الأكاديمي وضمان الجودة بوزارة التعليم العالي والبحث العلمي- اليمن.
2. جامعة الملك عبدالعزيز بن سعود – الجامعة الالكترونية السعودية وجامعة الامير سطاتم وجامعة نجران- المملكة العربية السعودية.
3. جامعة العلوم والتكنولوجيا الاردنية – جامعة ال البيت - الاردن.
4. جامعة الزقازيق و الاسكندرية و دمنهور وطنطا والمنصورة - مصر
5. جامعة كاليفورنيا ، اريزونا و بين و ويزون – امريكا
6. وجامعى هانزى للعلوم الطبية- هولندا وكذلك بعض الجامعات الهندية

6. مخرجات تعلم البرنامج:

أ. مهارات المعرفة و الفهم:

- عند إنهاء الطالب دراسة البرنامج يجب أن يكون قادراً على أن :
- A1. يشرح المصطلحات التمريضية ومبادئ ومفاهيم العلوم الأساسية والعلوم التطبيقية المتعلقة بتخصص التمريض.
 - A2. يصف المسببات ، الصورة السريرية والتشخيص ومضاعفات المشاكل الشائعة والمهددة للحياة التي تؤثر على المرضى من مختلف الفئات العمرية.
 - A3. يشرح دور الممرض في تعزيز الصحة والوقاية من الأمراض واستعادتها.
 - A4. يصف الأمراض السارية وغير السارية والمشكلات الصحية الشائعة (الطبية والاجتماعية والبيئية والاقتصادية ، النفسية) وكيفية السيطرة والوقاية منها(التوعية ، التطعيم، العلاجات الوقائية والطبية) من اجل تعزيز الصحة لدى الفرد والمجتمع.
 - A5. تحديد المعرفة العلمية التي سيتم استخدامها في رعاية المريض بمستوى مختلف
 - A6. يشرح الجوانب التشخيصية والسريرية والوبائية والتدابير الوقائية والرقابية ضد مختلف المخاطر المهنية ذات الصلة بعلوم التمريض.

ب. المهارات الذهنية

- عند إنهاء الطالب دراسة البرنامج يجب أن يكون قادراً على أن:
- B1. تصميم الرعاية الشاملة التي تركز على المريض والتي تعكس فهم استمرارية الأمراض الصحية ، والاختلافات مدى الحياة في جميع مرافق الرعاية الصحية.
 - B2. دمج المعتقدات الثقافية والقيم وممارسات الرعاية الصحية للأفراد والأسر في خطط الرعاية.
 - B3. تحديد المشاكل السريرية بشكل مستقل ، وتقييم أفضل الأدلة وتطوير التدخلات التمريضية المناسبة لتحقيق نتائج جيدة للمريض
 - B4. دمج الأدلة ، والحكم السريري ، وجهات نظر بين الفنيين وتفضيلات المريض في توفير وتقييم الرعاية
 - B5. تجميع الأدلة والمعرفة التمريضية لتقييم وتعديل ممارسة التمريض السريري ، من أجل توفير رعاية شاملة وأمنة وشاملة تركز على المريض.



ج. المهارات المهنية و العملية

- عند إنهاء الطالب دراسة البرنامج يجب أن يكون قادراً على أن :
- C1. تطبيق عملية التمريض لتوفير رعاية تريض آمنة وفعالة لمختلف الأفراد باستخدام التكنولوجيا المناسبة.
 - C2. تطبيق النظريات والمفاهيم من التمريض والتعليم الليبرالي لإعلام ممارسة التمريض المهنية
 - C3. استخدم الأدلة الحالية لتوفير الأساس المنطقي للتدخلات التمريضية وإدارة رعاية المرضى عبر فترة الحياة في الإعدادات المحددة
 - C4. تطبيق المكونات الأساسية للكفاءة السريرية في توفير الرعاية الأساسية والمركزة التي تركز على المريض
 - C5. تنفيذ خطة الرعاية لزيادة الصحة والاستقلال ونوعية الحياة للمرضى والأفراد في المجتمع.

د. المهارات العامة

- عند إنهاء الطالب دراسة البرنامج يجب أن يكون قادراً على أن :
- D1. يدمج المبادئ الأخلاقية والقانونية والمعايير المهنية في ممارسة التمريض
 - D2. يستخدم تكنولوجيا المعلومات بكفاءة لجمع وتحليل وتفسير المعلومات المطلوبة لمعرفة المشاكل الصحية والمجتمعية والأمراض الوبائية المتعلقة بالفرد والمجتمع.
 - D3. يعمل بروج الفريق الواحد ويدير الوقت بكفاءة.
 - D4. يقيم المشاكل ويحلها ويتخذ القرارات المناسبة عند الحاجة.
 - D5. يستخدم استراتيجيات اتصال فعالة للمشاركة بنشاط كعضو في فريق الرعاية الصحية.
 - D6. يشارك في تخطيط البرامج التوعوية التثقيفية الصحية وبرامج التغذية المجتمعية وبرامج الصحة الانجابية.

7. خارطة المنهج:

8. استراتيجيات التدريس:

وصف كيفية استخدامها	استراتيجية التدريس
وتعتبر من أكثر طرق التدريس التي تستخدم للمعرفة والشرح النظري للطلاب على شكل مجموعة تتراوح بين (40-80) طالب في قاعة دراسية واحدة باستخدام اجهزة العرض السمعية والبصرية .	المحاضرة
وتعتبر من أكثر طرق التعليم المستخدمة وبالذات للمقررات العملية وذلك لتدريب الطلاب على تحليل النتائج والوصول إلى استنتاجات محددة وواضحة وتتم هذه الطريقة باستخدام الأجهزة المتوفرة في المعامل .	التطبيق العملي
وتعتبر من أكثر طرق التعليم المستخدمة وبالذات للمقررات المحتوية على جزء تدريبي عملي ليتمكن الطلاب من اكتساب المهارات العملية .	التدريب الميداني
يشكل الطلاب بمجموعات تعاونية في بعض المحاضرات العملية للتدريب على مهارات العمل الجماعي التعاوني وتتم هذه الطريقة باستخدام الأجهزة المتوفرة في المعامل .	التعليم التعاوني
وتعتبر من أكثر طرق التدريس التي تستخدم للبحث عن المعرفة والشرح	الأنشطة المنزلية



بحيث يشكل الطلاب بمجموعات أو نشاط فردي لكل طالب على حده وذلك لإنجاز النشاط النظري أو العملي المقرر على الطالب وذلك من خلال الاستناد إلى المراجع العلمية والكتب أو الوسائل الإلكترونية الحديثة .

استراتيجيات التقييم

وصفها (في أي المقررات تستخدم ومعدل استخدامها)	طريقة التقييم
<ul style="list-style-type: none">- تستخدم في جميع المقررات الدراسية في البرنامج دون استثناء بحيث يتم احتساب درجات هذه الجزئية من 20 درجة أي بنسبة 20 % .	الامتحانات التحريرية النصفية
<ul style="list-style-type: none">- تستخدم في جميع المقررات الدراسية في البرنامج دون استثناء بحيث يتم احتساب درجات هذه الجزئية من 40 درجة ويعتبر الطالب ناجح في المقرر إذا بلغت درجته 12 درجة أي بنسبة 30% من إجمالي الدرجة بالنسبة للمواد المحتوية على جزء عملي .- وتحسب درجة هذه الجزئية بالنسبة للمواد النظرية والغير محتوية على جزء عملي من 60 درجة ويعتبر الطالب ناجح في المقرر إذا بلغت درجته 18 درجة أي بنسبة 30 % من إجمالي الدرجة .- ويتم حرمان الطالب من دخول الامتحان إذا تجاوز غيابه بدون عذر $\leq 25\%$ من إجمالي عدد المحاضرات .	الامتحانات التحريرية النهائية
<ul style="list-style-type: none">- تستخدم في جميع المقررات الدراسية في البرنامج المحتوية على جزء عملي دون استثناء بحيث يتم احتساب درجات هذه الجزئية من 30 درجة ويعتبر الطالب ناجح في مقرر هذه الجزئية إذا بلغت درجته 15 درجة من إجمالي الدرجة أي بنسبة 50 % من إجمالي الدرجة .- بحيث يتم توزيع درجات هذه الجزئية على النحو التالي :- (10 درجات للامتحان الفصلي العملي و 20 درجة للامتحان النهائي العملي)- ويتم حرمان الطالب من دخول الامتحان العملي إذا تجاوز غيابه بدون عذر $\leq 25\%$ من إجمالي عدد المحاضرات العملية أو النظرية لنفس المقرر .- وفي حال رسوب الطالب في الجزء العملي يتم حرمانه من الدخول للامتحانات التحريرية النهائية .	الامتحانات العملية
<ul style="list-style-type: none">- تستخدم في جميع المقررات الدراسية في البرنامج دون استثناء بحيث يتم احتساب درجات هذه الجزئية من 5 درجات أي بنسبة 5 % من إجمالي درجة المقررات .- ويتم حرمان الطالب من دخول الامتحان العملي إذا تجاوز غيابه بدون عذر $\leq 25\%$ من إجمالي عدد المحاضرات .- ويعتمد الحضور في هذه الجزئية بالنسبة لمقرر التدريب الميداني في جميع اقسام المختبرات الطبية بنسبة 50 % من إجمالي حضور فترة التدريب الميداني .	الحضور والمشاركة
<ul style="list-style-type: none">- تستخدم في جميع المقررات الدراسية في البرنامج دون استثناء بحيث يتم احتساب درجات هذه الجزئية من 5 درجات أي بنسبة 5 % من إجمالي درجات المقرر .- ويعتمد لهذه الجزئية بالنسبة لمقرر التدريب الميداني في جميع اقسام	الأنشطة والتقارير



المختبرات الطبية بنسبة 25 % من إجمالي حضور فترة التدريب الميداني	
- وتستخدم هذه الطريقة من التقييم في مقرر التدريب الميداني في جميع اقسام التمريض بحيث تحتسب نسبة هذه الجزئية من 25% بحيث على ان لا تعتمد نتيجة هذه المادة (التدريب الميداني) ضمن المعدل العام للخريج .	الامتحانات الميدانية الشفوية

9. نظام الدراسة:

136 ساعة	1. عدد الساعات المطلوبة لإكمال البرنامج
	2. عدد الساعات ونسبتها السنوية من مجموع ساعات البرنامج، موزعة كالتالي:
النسبة	المتطلبات
6 مقررات دراسية – بواقع 13 ساعة بنسبة 9.55% .	• المقررات الثقافية العامة (متطلبات الجامعة)، ونسبتها من إجمالي ساعات البرنامج
14مقررات دراسية – بواقع 36 ساعة بنسبة 26.47% .	• مقررات الكلية (متطلبات الكلية)، ونسبتها من إجمالي ساعات البرنامج.
	• المقررات الأساسية للتخصص، ونسبتها من إجمالي ساعات البرنامج
25 مقررات دراسية – بواقع 86 ساعة بنسبة 63.23 %	• مقررات التخصص الإجبارية، ونسبتها من إجمالي ساعات البرنامج
	• مقررات التخصص الاختيارية (إن وجدت)، ونسبتها من إجمالي ساعات البرنامج
سنة اشهر	• التدريب الميداني، ونسبته من إجمالي ساعات البرنامج.
	• مقررات أخرى (إن لزم الأمر) تحدد وتبرر، ونسبتها من إجمالي ساعات البرنامج

10. الخطة الدراسية: وتتضمن أسماء المقررات الدراسية التي يتكون منها البرنامج ، طبعة المقرر، توزيع المقررات على الفصول الدراسية، والقسم العلمي المسؤول عن تدريسها



الخطة الدراسية لبرنامج (بكالوريوس تمريض)

قسم التمريض (المستوى الأول - الفصل الأول)					
اسم المادة	Course Title	طبيعة المادة	عدد الساعات		
			نظري	عملي	الساعات المعتمدة
اللغة العربية (101)	Arabic Language (101)	متطلب جامعة	2	0	2
علم الأحياء	General Biology	متطلب كلية	2	1	3
اللغة إنجليزية (101)	English Language (1)	متطلب جامعة	2	0	2
فيزياء طبية	Medical Physics	متطلب كلية	2	1	3
كيمياء عامة	General Chemistry	متطلب كلية	2	1	3
ثقافة إسلامية	Islamic Culture	متطلب جامعة	2	0	2
الصراع العربي الإسرائيلي	Arabic Israeli conflict	متطلب جامعة	2	0	2
أساسيات التمريض (1)	Fundamentals of Nursing (1)	تخصصية	2	3	5
			16	7	23

قسم التمريض (المستوى الأول - الفصل الثاني)					
اسم المادة	Course Title	طبيعة المادة	عدد الساعات		
			نظري	عملي	الساعات المعتمدة
اللغة العربية (102)	Arabic Language (102)	متطلب جامعة	2	0	2
اللغة الإنجليزية (2)	English Language (2)	متطلب جامعة	2	0	2
علم التشريح والانسجة	Human Anatomy and Histology	متطلب كلية	2	1	3
علم النفس الاجتماعي	Psychosociology	تخصصية	2	0	2
علم وظائف الأعضاء 1	Human Physiology (1)	متطلب كلية	2	0	2
أساسيات التمريض (2)	Fundamentals of Nursing (2)	تخصصية	2	3	5
الثقافة الوطنية	National Culture	متطلب جامعة	2	0	2
مهارات حاسوب	Computer Skills	متطلب جامعة	2	1	3
			16	5	16

قسم التمريض (المستوى الثاني - الفصل الأول)					
اسم المادة	Course Title	طبيعة المادة	عدد الساعات		
			نظري	عملي	الساعات المعتمدة
ميكروبيولوجي عامة	General Microbiology	متطلب كلية	2	1	3
كيمياء حيوية طبية	Medical Biochemistry	متطلب كلية	2	1	3
علم الطفيليات	Medical Parasitology	متطلب كلية	2	1	3



6	2	4	تخصصي	Medicial Surgical Nursing1	تمريض باطني جراحي1
2	0	2	متطلب كلية	Human Physiology (2)	علم وظائف الأعضاء (2)
17	5	12			

قسم التمريض (المستوى الثاني – الفصل الثاني)

عدد الساعات			طبيعة المادة	Course Title	اسم المادة
الساعات المعتمدة	عملي	نظري			
2	0	2	تخصصية	Genetics	علم الوراثة
2	0	2	متطلب كلية	Pathology	علم الأمراض
2	0	2	تخصصية	General Pharmacology	علم الأدوية العامة
2	0	2	تخصصية	Epidemiology	علم الوبائيات
6	2	4	تخصصية	Medicial Surgical Nursing2	تمريض باطني جراحي2
2	0	2	تخصصية	Health Assessment	التقييم الصحي
16	2	14			

قسم التمريض (المستوى الثالث – الفصل الأول)

عدد الساعات			طبيعة المادة	Course Title	اسم المادة
الساعات المعتمدة	عملي	نظري			
6	2	4	تخصصية	Obestatric and Gynecology Nursing	تمريض نساء وتوليد
2	0	2	متطلب كلية	Biostatistics	الإحصاء الحيوي
3	1	2	تخصصية	Nursing Informatoin	معلوماتية التمريض
2	0	2	تخصصية	Applied Pharmacology	علم الأدوية التطبيقية
3	1	2	تخصصية	General Nutrition	التغذية العامة
16	4	12			

قسم التمريض (المستوى الثالث – الفصل الثاني)

عدد الساعات			طبيعة المادة	Course Title	اسم المادة
الساعات المعتمدة	عملي	نظري			
6	2	4	تخصصية	Pediatric Nursing	تمريض الاطفال
3	1	2	تخصصية	Therapeutic Nutrition	التغذية العلاجية
2	0	2	تخصصية	Growth and Development	النمو والتطور



2	0	2	تخصّصية	Diagnostic Skills	مهارات تشخيصية
2	0	2	متطلب كلية	Health Education and Communication Skills	تنقيف صحي ومهارات اتصال
15	3	12			

قسم التمريض (المستوى الرابع – الفصل الأول)					
عدد الساعات			طبيعة المادة	Course Title	اسم المادة
الساعات المعتمدة	عملي	نظري			
6	4	2	تخصّصية	Critical Care Nursing	تمريض عناية حرجة
4	2	2	تخصّصية	Mental Health Nursing	تمريض الصحة العقلية والنفسية
2	0	2	تخصّصية	Nursing Ethics	أخلاقيات التمريض
2	0	2	متطلب كلية	Research Methodology	طرق بحث علمي
14	6	8			

قسم التمريض (المستوى الرابع – الفصل الثاني)					
عدد الساعات			طبيعة المادة	Course Title	اسم المادة
الساعات المعتمدة	عملي	نظري			
6	4	2	تخصّصية	Community Health Nursing	تمريض صحة المجتمع
2	0	2	تخصّصية	Nursing Education	تعليم التمريض
3	1	2	تخصّصية	Nursing Management & Leadership	الإدارة والقيادة في التمريض
3	1	2	متطلب كلية	Graduation Project	مشروع التخرج
14	6	8			

11. متطلّبات القبول: تحديد متطلّبات القبول في البرنامج مثل:	
1-	الحصول على مؤهل الثانوية العامة (القسم العلمي)
2-	استيفاء الوثائق المطلوبة وهي (أصل مؤهل الثانوية العامة أو طبق الأصل – صورة من البطاقة الشخصية أو جواز السفر مرفقاً بإذن الإقامة (لغير اليمنيين)
3-	تعبئة استمارة طلب الالتحاق بالجامعة مستوفية كافة البيانات الواردة فيها
4-	عدد ست صور مقاس 6×4 أو 3×2
5-	أن يكون الطالب حاصلًا على المعدل المطلوب (حسب متطلّبات التعليم العالي)



6- اختبار القبول
7- إجادة اللغة الانجليزية
8- إجاده استخدام الحاسوب

12. متطلبات الحضور وإكمال البرنامج: توضيح النظم واللوائح التي تحدد شروط وقواعد الانتقال من (مستوى دراسي) إلى (المستوى الدراسي الذي يليه)، نظم ولوائح الانسحاب من البرنامج أو التحويل إلى برنامج آخر في نفس الكلية.

- 1- أن لا يكون الطالب قد رسب في أكثر من أربعة مقررات دراسية .
- 2- الالتزام بالحضور بمعدل 75% من إجمالي عدد المحاضرات لكل المواد

13. متطلبات التخرج: ينبغي تحديد متطلبات التخرج بدقة ووضوح ويمكن الاستعانة بالإرشادات الآتية:

- إجمالي الساعات المطلوبة للتخرج ساعة
- الحد الأدنى من الدرجات اللازمة للنجاح بالنسبة لكل مقرر من المقررات الدراسية للبرنامج 50%
- إجمالي الدرجات أو التقديرات المطلوبة للتخرج.
- أن يكون الطالب قد أنهى دراسة كل ساعات البرنامج المقررة
- أن يكون الطالب قد اجتاز جميع المقررات الدراسية بنجاح
- أن يكون الطالب قد اجتاز فترة الامتياز

15. الإمكانيات المطلوبة لتنفيذ البرنامج

أ- مصادر التعلم:

- المكتبة
- مكتبة إلكترونية (الانترنت)

ب- المختبرات والتجهيزات والأدوات والمواد التعليمية:

- معامل



- أجهزة متطورة وحديثة
- محاليل وصبغات ومواد كيميائية .
- التدريب الميداني .

16.تقويم البرنامج وتحسينه:

العينة	أداة التقييم	المستهدفون
عشوائية	الامتحانات	طلبة السنة النهائية
عشوائية	الاستبيان	خريجون
عشوائية	الاستبيان	جهات التوظيف
عشوائية	الاستبيان	مراكز التدريب



الجامعة الوطنية
NU



عضو عامل في اتحاد الجامعات العربية
عضو اتحاد مجالس البحث العلمي العربي
عضو اتحاد جامعات العالم الإسلامي

الجمهورية اليمنية الجامعة الوطنية كلية الآداب

قسم اللغة العربية

اسم البرنامج: توصيف مقرر اللغة العربية 101

I. المعلومات العامة عن المقرر:				
1.	اسم المقرر:	اللغة العربية		
2.	رمز المقرر ورقمه:	101		
3.	الساعات المعتمدة:	محاضرة	سمنار	عملي
		14		
4.	المستوى والفصل الدراسي:	المستوى الأول الفصل الدراسي الأول		
5.	المتطلبات السابقة لدراسة المقرر (إن وجدت):			
6.	المتطلبات المصاحبة لدراسة المقرر (إن وجدت):	أنشطة متعلقة بالمقرر موزعة على فترة الفصل الدراسي		
7.	البرنامج/التي يتم فيها تدريس المقرر:	برنامج الدبلوم + برنامج البكالوريوس		
8.	لغة تدريس المقرر:	اللغة العربية		
9.	نظام الدراسة:	النظام الفصلي		
10.	أسلوب الدراسة في البرنامج:	انتظام + انتساب		
11.	مكان تدريس المقرر:	قاعات الجامعة الوطنية وفروعها		
12.	اسم معد مواصفات المقرر:	/ مصطفى محمد فاضل الطيب د/ أحمد عثمان ناجي		
13.	تاريخ اعتماد مجلس الجامعة:			

II. وصف المقرر:

يحتوي المقرر على:- تساؤلات في الأدب الجاهلي، نموذج جاهلي، الكلام، الإعراب والبناء، الرسالة، اللام الشمسية والقمرية .
- أدب صدر الإسلام، نموذج قرآني ونبوي، الجملة الاسمية، النواسخ، الرسائل الرسمية والإخوانية، الألف اللينة.
- الأدب الأموي، جبرير التميمي، أساليب نحوية، التقارير، التنوين، أهمية اللغة.
- التدوين، الضمانر، المحاضر، أساسيات الخط العربي، مهارة القراءة والاستماع .
- القصة، النقد، السيرة الذاتية، أنشودة المطر.



III. مخرجات التعلم:

. بعد تدريس هذا المقرر يتوقع أن يكون الطالب قادر على أن:

أ- المعرفة والفهم

- 1- يذكر نبذة عن الأدب في العصر الجاهلي مع الاستشهاد
- 2- يعرف المفاهيم النحوية الأساسية مع الأمثلة (الكلام، الإعراب، البناء،.....)
- 3- يوضح أهمية إعداد التقارير، المحاضر، السيرة الذاتية
- 4- يضرب أمثلة لكثير من المفاهيم النحوية مع تبيين علامات إعرابها
- 5- يشرح خطوات إعداد التقرير الرسمي وفق ما تعلمه من المقرر

ب- المهارات الذهنية

- ب- 1- يفرق بين علامات الإعراب الأصلية والفرعية مع الاستشهاد
- ب- 2- يستنتج العلاقة بين مكونات المادة العلمية ودورها جميعاً في تطوير القراءة والكتابة والاستماع.....
- ب- 3- يميز بين الأجناس النثرية المختلفة (الرسالة، القصة، التقرير، المحضر)

ج- المهارات المهنية والعملية

- ج- 1- يكتب تقريراً، رسالة، محضر، سيرة ذاتية وفق قواعد اللغة العربية
- ج- 2- يقرأ قراءة جيدة خالية من الأخطاء اللغوية
- ج- 3- يعرض موضوعاً عرضاً شفوياً خال من الأخطاء اللغوية
- ج- 4- يعد سيرة ذاتية نموذجية وفق ما تعلمه من المقرر

د- المهارات العامة

- د- 1- يحاور الآخرين بلغة سليمة سواء أكان مرسلأ أو مستقبلاً
- د- 2- يوثق أعماله الكتابية بأسلوب واضح ودقيق
- د- 3- يطبق قواعد اللغة العربية في كلامه وكتابته
- د- 4- يلخص نصاً ما في كتابة سليمة وفق ما تعلمه من المقرر

IV. موازنة مخرجات التعلم باستراتيجيات التدريس والتقييم

أولاً: موازنة مخرجات تعلم المقرر (المعارف والفهم) باستراتيجيات التدريس والتقييم:

مخرجات المقرر / المعرفة والفهم	استراتيجية التدريس	استراتيجية التقييم
1- يذكر نبذة عن الأدب في العصر الجاهلي مع الاستشهاد	الإلقاء + العصف الذهني حوار + مناقشة	أنشطة الكتاب اختبار مصغر الملاحظة
2- يعرف المفاهيم النحوية الأساسية مع الأمثلة (الكلام، الإعراب، البناء،.....)	محاضرات حل تمارين الكتاب	الاسئلة والاستفسار + تعيينات والتغذية الراجعة
3- يوضح أهمية إعداد التقارير، المحاضر، السيرة الذاتية	الشرح + التوضيح بالأمثلة	الاسئلة و الملاحظة
4- يضرب أمثلة لكثير من المفاهيم النحوية مع تبيين علامات إعرابها	التوضيح + المناقشة + الأمثلة	الاسئلة + التغذية الراجعة



ثانياً: مواعمة مخرجات تعلم المقرر (المهارات الذهنية) باستراتيجية التدريس والتقييم:		
مخرجات المقرر/ المهارات الذهنية	استراتيجية التدريس	استراتيجية التقييم
1- يفرق بين علامات الإعراب الأصلية والفرعية مع الاستشهاد	إثارة التفكير واستخدام استراتيجية التحليل	الملاحظة + الاسئلة المثيرة للتفكير اسلوب التحليل
2- يستنتج العلاقة بين مكونات المادة العلمية ودورها جميعا في تطوير القراءة والكتابة والاستماع	إثارة الذكاء وحب الاستطلاع واستقصاء الحقائق	تشجيع عملية البحث عن المعرفة + تكليف بالانشطة
3- يميز بين الأجناس النثرية المختلفة (الرسالة ، القصة ، التقرير ، المحضر)	التعلم بالاستكشاف	الملاحظة + الاسئلة السابرة
	الأسئلة الترابطية	التحليل + الملاحظة
ثالثاً: مواعمة مخرجات تعلم المقرر (المهارات المهنية والعملية) باستراتيجية التدريس والتقييم:		
مخرجات المقرر/ المهارات المهنية والعملية	استراتيجية التدريس	استراتيجية التقييم
1- يكتب تقريراً، رسالة، محضر، سيرة ذاتية وفق قواعد اللغة العربية	تنمية القدرة على تقييم الموضوعات باستخدام الحواس بشكل منظم	متابعة الممارسة في إنجاز الأعمال والانشطة
2- يقرأ قراءة جيدة خالية من الأخطاء اللغوية	استخدام استراتيجية التمثيل العملي لمحتوى المادة	المتابعة والملاحظة
3- يعرض موضوعاً عرضاً شفوياً خال من الأخطاء اللغوية	الإلقاء + الأمثلة	الملاحظة + المتابعة
	الحوار + التمثيل الانبي	الاستفسار + الأسئلة

رابعاً: مواعمة مخرجات تعلم المقرر (المهارات العامة) باستراتيجية التدريس والتقييم:		
مخرجات المقرر	استراتيجية التدريس	استراتيجية التقييم
1- يحاور الآخرين بلغة سليمة سواء أكان مرسلأ أو مستقبلاً	محاضرات + الإلقاء + الأمثلة استخدام الأسلوب التعبيري عن	المتابعة + الملاحظة قياس الدافعية + التعبير عن الرأي + ممارسة الأنشطة
2- يوثق أعماله الكتابية بأسلوب واضح ودقيق		
3- يطبق قواعد اللغة العربية في كلامه		



	النفوس	وكتابتة
		4-يلخص نصا ما في كتابة سليمة وفق ماتعلمه من المقرر

V. تحديد وكتابة مواضيع المقرر الرئيسة والفرعية (النظرية والعملية) وربطها بمخرجات التعلم المقصودة للمقرر مع تحديد الساعات المعتمدة لها.

كتابة وحدات /مواضيع محتوى المقرر					
أولاً: الجانب النظري					
الرقم	وحدات/ موضوعات المقرر	المواضيع التفصيلية	عدد الساعات	عدد الأسابيع	مخرجات تعلم المقرر
	الوحدة الأولى	تساؤلات في الأدب الجاهلي	2	3	
		طرفه بن العبد	2		
		الكلام الإعراب	2		
1	الوحدة الثانية	البناء	2	3	
		فن الرسالة	2		
		نيزة عن الأدب في عصر صدر الإسلام- القرآن الكريم إعجاز خالد	2		
2	الوحدة الثالثة	حديث الأمانة والساعة- الجملة الاسمية	2	4	
		-	2		
		النواسخ- الألف اللين	2		
3	الوحدة الرابعة	تعدد الأغراض الشعرية في الأدب الأموي- جرير التميمي في قصيدته الدامغة- أساليب نحوية-	2	4	
		التقارير	2		
		-التنوين	2		
	ا لوحدة الرابعة	- أهمية اللغة في حياة الفرد والمجتمع	2	4	
		حركة التنوين في العصر الأموي	2		



الدرجة	الأسبوع	مخرجات التعلم	التكليف/النشاط	الرقم
10	الأول	يذكر بنده محتصرة عن حياة العرب الأدبية قبل الإسلام	تساؤلات في الأدب الجاهلي	1
	الثالث	يقدم رسالة رسمية خالية من الأخطاء الإملائية واللغوية	رسالة رسمية	2
	الثامن	يعد تقريرا في أي مجال بأسلوب علمي	إعداد تقرير	3
	الثاني عشر	يقدم سيرة ذاتية وفق ما تم دراسته	إعداد سيرة ذاتية	4

VII. التعيينات والتكليفات:

VIII. تقويم التعلم:					
الرقم	أنشطة التقويم	الأسبوع	الدرجة	نسبة الدرجة إلى درجة التقويم النهائي	المخرجات التي يحققها
1	الواجبات	14-1	10		يطبق المتعلم ما تعلمه
2	اختبار أول	4	10		ينفذ اختبار أولي حول الربع الأول من الفصل
3	اختبار منتصف الفصل	8	10		يحل مجموعة من الأسئلة متعلقة بدروس متعددة
4	اختبار ثالث	12	10		يختبر الربع الأخير من الفصل الدراسي
5	الاختبار النهائي	16	60		ينفذ اختبار شامل لكل وحدات المقرر
6					

IX. مصادر التعلم:

(اسم المؤلف، سنة النشر، اسم الكتاب، دار النشر، بلد النشر).

المراجع الرئيسية: (لا تزيد عن مرجعين)

1. شرح المعلقات السبع. الإمام الزوزني دار الكتب العلمية بيروت 1985م
2. في النقد والأدب ج 2 إيليا الحاوي دار الكتاب اللبناني - بيروت الطبعة الرابعة 1979م

المراجع المساعدة

1. اللغة العربية 101، 102 علي المخلافي وآخرون - متطلبات الجامعة مكتبة الجيل الجديد صنعاء 996



2. مهارات اللغة العربية ج1 أمة الرزاق الحوري وآخرون مطابع الكتاب المدرسي صنعاء 1995م

مواد إلكترونية وإنترنت: (إن وجدت)

-1

-2

1. معلومات عن مدرس المقرر:

الساعات المكتتبية (3/ أسبوعيا)						الاسم
الخميس	الأربعاء	الثلاثاء	الاثنين	الأحد	السبت	مصطفى محمد فاضل الطيب
						تعزيز – مديرة صالة 777881769
	1		1		1	Altayeb2007@yahoo.com
						المكان ورقم الهاتف
						البريد الإلكتروني

X. الضوابط والسياسات المتبعة في المقرر.

بعد الرجوع للوائح الجامعة يتم كتابة السياسة العامة للمقرر 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 ان تسلم إلى الأستاذ.
5.	الغش: تحدد هذا 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 التكاليف..... الخ

The National University
Faculty of Medical Sciences
Department of Medical
Laboratories



Program title: Bachelor degree
of Medical Laboratories

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
مجلس الاعتماد الأكاديمي وضمان جودة التعليم العالي

Course Specification of Introduction To Microbiology

I. Course Identification and General Information:						
1	Course Title:	Introduction To Microbiology				
2	Course Number & Code:					
3	Credit hours:	C.H			Total	
		Th.	Pr.	Tr.		Seminar.
		2	2			
4	Study level/ semester at which this course is offered:	Level 2 / semester 1				
5	Prerequisite:	Biology				
	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor degree of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The Department theaters				
10	Prepared by:	Dr. Taha Abdul-Aziz kaid				
11	Date of approval:					

II. Course description:

This required course introduces and provides the students with knowledge to differentiate between prokaryotes, eukaryotes, and describe the structural components of microorganisms and the functions of these components; also to classify microorganisms as archaea, bacteria, viruses, fungi or protozoa and to describe host-parasite relationship (normal flora, pathogen), modes of transmission and infection used by microbes, bacterial genetics and gene cloning. As well as to understand the methods of sterilization and disinfection as well as antimicrobial agent and the mechanisms leading to resistance to anti-microbial agents. It is also to give the students practical skill in using the different techniques and basic identification methods to know the microorganism.



III. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

1. Define major concepts of microbiology, ,prokaryotic and eukaryotic cells..
2. Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures.
3. List the different physical and chemical factors that affect of bacterial culture growth..
4. Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism.
5. Describe the most important methods of sterilization ,disinfectant and antiseptic and how classification .
6. Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.
7. Differentiate between prokaryotic and eukaryotic cells..
8. analyze the different relationships between hosts and microbes and the factors that play major role.
9. Evaluate the properties, uses, side effects, and mode of action of antibacterial agents..
10. Distinguish between methods of sterilization and disinfectant .
11. Apply quality control and biosafety precautions in the microbiology laboratory to work in a risk-free environment..
12. Prepare different media and perform different biochemical tests and staining in the lab to differentiate the normal flora from the pathogenic microorganisms..
13. Perform the sensitivity test to determine the sensitive and resistance microorganism in different clinical specimens.
14. Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.
15. Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.
16. Study independently for continuous self learning and plan research studies to achieve goals.

IV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	define the essential medical terminology as a pre-requisite for the medical laboratory courses.	a1-	Define major concepts of microbiology, ,prokaryotic and eukaryotic cells.
A2-	Describe the difference between the pathogenic microorganism and normal flora and the disease that case .	a2-	Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures
		a3-	List the different physical and chemical factors that



			affect of bacterial culture growth.
		a4-	Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism..
		a5-	Describe the most important methods of sterilization ,disinfectant and antiseptic and how classification
		a6-	Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Different between prokaryotic and eukaryotic cells.	<ul style="list-style-type: none"> - Lectures using data show and computer - Discussion - Self study 	<ul style="list-style-type: none"> - Class attendance - Quizzes - Assignments - Mid-semester - Final exams (Fill in the blank,MCQs, matching,short-answer and essay questions)
a2-	Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures		
a3-	List the different physical and chemical factors that affect of bacterial culture growth.		
a4-	Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism..		
a5-	Describe the most important methods of sterilization ,disinfectant and antiseptic and how classification		
a6-	Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.		



(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Interpret relationship between hosts and microbes and the factors that play major role in the pathogenesis and correlate it with result.	b1-	Differentiate between prokaryotic and eukaryotic cells.
B2-	Appraise the health problems imposed by microorganisms prevalent in Yemen and propose cost-effective ways that laboratory technologists can play to address them.	b2-	Analyze the different relationships between hosts and microbes and the factors that play major role.
		b3-	Evaluate the properties, uses, side effects, and mode of action of antibacterial agents.
		b4-	Distinguish between methods of sterilization and disinfectant

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Differentiate between prokaryotic and eukaryotic cells.	<ul style="list-style-type: none"> - Lecturer and practical administration - Interactive teaching - Seminars - Oral presentations 	<ul style="list-style-type: none"> - Class and practical attendance - Assignments - Mid-term exam - Final exams
b2-	Analyze the different relationships between hosts and microbes and the factors that play major role..		
b3-	Evaluate the properties, uses, side effects, and mode of action of antibacterial agents.		
b4-	Distinguish between methods of sterilization and disinfectant		



(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Properly use the new and oled metheds to maintain the laboratory instrument and follow health and safety precautions in the laboratory.	c1-	Apply quality controle and biosafety precautions in the microbiology laboratory to work in a risk-free environment.
C2-	Perform the defferant diagnostic tests to determination microorganism in deferent clinical speceamins.	c2-	Perper deffernt media and perform different biochemical tests and staining in the lab to defferantiate the normal flora from the pathogenic microorganisms.
		c3-	Identify different microorganisms structuers by using special staing under light microscope.
		c4-	Perform the sensitivity test to determination the sensitive and resistance microorganism in deferent clinical speceamins.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
c1-	Apply quality controle and biosafety precautions in the microbiology laboratory to work in a risk-free environment.	<ul style="list-style-type: none"> - Laboratory demonstrations - Laboratory practice - Group discussion 	<ul style="list-style-type: none"> - Practical quizzes - Logbooks and reports - Mid-term and final exams
c2-	Perper deffernt media and perform different biochemical tests and staining in the lab to defferantiate the normal flora from the pathogenic microorganisms.		
c3-	Identify different microorganisms structuers by using special staing under light microscope.		
c4-	Perform the sensitivity test to determination		



the sensitive and resistance microorganism in deferent clinical speceamins.		
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(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Effectively use information technology in professional practices to collect, analyze , interpret and write the report according to the standered operating proceduer.	d1-	Use effectively different computer skills such as internet,word processing and data sheet to intreperat and analysis of result and comper it with other external or external lapratores.
D2-	Work independently or as a member of a team to.	d2-	Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.
D3-	Identify problems and solve them and accept the view of others .	d3-	Study independently for continuous self learning and plan research studies to achieve goals.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:		
CILOs in general and transferable skills	Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		
d1- Use effectively different computer skills such as internet,word processing and data sheet to intreperat and analysis of result and comper it with other external or external lapratores.	<ul style="list-style-type: none"> - Presentations - Group discussions and seminars - Self-study modules 	<ul style="list-style-type: none"> - Write reports - Write Exercises and solving it.
d2- Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.		
d3- Study independently for continuous self learning and plan research studies to achieve goals.		



V. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction of microbiology	a1-a2;	History	1	2
2	Differential between prokaryotes, eukaryote	a1; b1	Definition, bacteria, virus, fungi	1	2
3	Bacterial morphology	a1-a2; b2; d1, d3	Bacterial structure, function of cell component, spore	1	2
4	Bacterial physiology	a1, a3; d1-d3	Microbial growth curve, physical and chemical factors.	1	2
5	Classification of bacteria and viruses,	a1, a4; b1, d1-d3	Definition, types of classification methods	1	2
6	Host-parasite relationship	a1, a4; b2; d1-d3	normal flora, pathogen, virulence factors.	1	2
7	Epidemiological aspects, Transmission source and mode of infection. Pathogenicity and toxogenicity	a1, a4; b2; d1-d3	Definition of epidemiological aspect, pathogenicity, methods of diseases transmission	1	2
8	Mid-semester exam	a1-a5, b1-b2	-----	1	2
9	Normal flora	a1, a2, a4; b2; d1-d3	Definition, classification	1	2
11	Sterilization and disinfection	a1, a5; b4, d1-d3	Definition and methods	1	2
12	Bacterial genetics, gene cloning	a1, d1-d3	Definition, DNA replication, plasmids and bacteriophage	1	2
13	Antimicrobial Agents: Therapy and Resistance1	a6; b4, d1-d3	Definition, mechanism of action, complication of antibacterial chemotherapy. Mechanisms of Resistance.	1	2
14	Antimicrobial Agents: Therapy and Resistance2	a6; b4; d1-d3	Type of antibiotics, Structure, Mode of action, Spectrum	1	2



15	Revision and discution	a1-a6, b1-b4,		1	2
16	Final Exam	a1-a6, b1-b4,		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	General information about safety precaution inside the lab	c1-c4	1	2
2	Sterilization and disinfection methods	c1-c4	1	2
3	Instrumentation	c1-c4	1	2
4	Staining Gram stain, simple stains	c1-c4	1	2
5	Staining Acid fast stain, Negative staining	c1-c3	1	2
6	Preperation Of Media Selective medium and Differential medium	c1-c4	1	2
7	Mid-semester exam	c1-c4	1	2
8	Preperation Of Biochemical Tests	c1-c4	1	2
9	Preperation Of Biochemical Tests	c1-c3	1	2
10	Preperation Of Sensitivity Test	c1-c3	1	2
11	Report writing for result of sensitivity test	c1-c3	1	2
12	Final review	c1-c4	1	2
13	Final Exame	c1-c4	1	2
Number of Weeks / Units per Semester			13	26



Teaching strategies of the course	
-	Lectures using power point presentation.
-	Discussion-oriented and interactive teaching (such as brainstorming)
-	Group discussions and seminars
-	Self-study modules
-	Laboratory demonstrations and practice
Assignments	
-	Short exams (quizzes), discussions and oral tests.
-	Theoretical and practical mid-semester exams.
-	Laboratory logbooks and reports.
-	Final theoretical and practical exams.

Schedule of Assessment Tasks for Students During the Semester					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Participation and quizzes	weekly	10	10.0%	a1-a4; b1, b2; c1-c4; d1-d3
2	Practical mid-semester exam	7 th	10	10.0%	c1-c4
3	Theoretical mid-semester exam	8 th	20	20.0%	a1-a4
4	Final Exam (practical)	13 th	20	20.0%	a1-a4
5	Final Exam (theoretical)	16 th	40	40.0%	c1-c4
Total			100	100%	

VI. Students' Support:	
Office Hours/week	Other Procedures (if any)
Four contact hours per week	Contact by E-mail, what's App Group or mobile

VII. Learning Resources:	
1- Required Textbook(s) (maximum two)	
1-	Tille, P.M. (2017). Bailey & Scott's Diagnostic Microbiology . 14 th ed. Elsevier.
2-	Brooks, G.F.; Carroll, K. C.; Butel, J.S.; Morse, S. A. (2007): Jawetz, Melnick and Adelberg's Medical Microbiology . 24 ed. McGraw-Hill.
2- Recommended Readings and Reference Materials	
1-	Tortora, Funk, Case (2013). Microbiology, An Introduction . 11 th ed. Pearson
2-	Levinson, W (2006). Review of Medical Microbiology and Immunology , 9 th ed. LANGE REVIEW SERIES (NY: McGraw-Hill).
3- Essential References	



	<p>1- Cheesbrough M (2009). District Laboratory Practice in Tropical Countries Part 1: Microbiology. 2nd ed. New York: Cambridge University Press.</p> <p>2- Patrick R. Murray, Ken S. Rosenthal, Michael A. P faller (2005). Medical Microbiology, 5th ed. Philadelphia: Elsevier/Mosby.</p>
4- Electronic Materials and Web Sites, etc.	
	<p>1- Periodicals (pubmed, Sciencedirect)</p> <p>2- Microbiology Journals (Clinical Microbiology Newsletter. Published by Elsevier Science Publishing Company. Clinical Microbiology Reviews. Published by American Society for Microbiology.)</p> <p>3- Web sites of Microbiology</p> <p>http://www.microbe.org/microbes/virus_or_bacterium.asp</p> <p>http://www.bact.wisc.edu/Bact330/330Lecturetopics</p> <p>http://www.microbelibrary.org/</p> <p>http://www.tulane.edu/~dmsander/Big_Virology/BVHomePage.html</p> <p>http://www.mic.ki.se/Diseases/c2.html</p> <p>http://www.med.sc.edu:85/book/welcome.htm</p> <p>/www.biology.arizona.edu/immunology/microbiology_immunology.</p>
5- Other Learning Materials	
	<p>1- Educational videos</p> <p>2- Fixed slide spots of grame staining.</p> <p>3- Specimen suspensions</p>

VIII. Facilities Required:

1 - Accommodation:	<ul style="list-style-type: none"> - Lecture halls with data show facilities and computer, net connection.. - Whiteboards, - Laboratories with all required equipment and reagents.
2 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory with internet facilities.

IX. Course Improvement Processes:

1- Strategies for obtaining student feedback on effectiveness of teaching	
	<ul style="list-style-type: none"> ▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester. ▪ Meeting with students and faculty (once per semester).
2- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> ▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester. ▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).
3- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> ▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.



	<ul style="list-style-type: none"> Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.
4- Processes for verifying standards of students' achievement	
	<ul style="list-style-type: none"> Checking of a sample of students' work by an independent faculty member. Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution. Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). Regular follow-up of laboratory logbooks to assess the practical achievement of students.
5- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	<ul style="list-style-type: none"> Student rating and feedback Peer rating and feedback Regular meeting of the Curriculum Committee of the faculty.
6- Course development plans	
	<ul style="list-style-type: none"> Regular encouragement the staff to attend the workshops for improving their course specification skills. Revision of course specification and syllabus content regularly.

X. Course Policies:	
1	Class Attendance: <ul style="list-style-type: none"> Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam.
2	Tardiness: <ul style="list-style-type: none"> Non-reasonable frequent tardiness will be allowed and is considered as absence from the lectures/
3	Exam Attendance/Punctuality: <ul style="list-style-type: none"> Exam attendance is obligatory unless being excused by the department and faculty. Absence from assignments or exams will be dealt with according to the general policy of the university.
4	Assignments & Projects: <ul style="list-style-type: none"> Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator. Projects: Not applicable.
5	Cheating: <ul style="list-style-type: none"> Punishment of cheating will be according to the general policy of the university in this respect.
6	Plagiarism: <ul style="list-style-type: none"> Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.
7	Other policies: <ul style="list-style-type: none"> General policies of the Students' Affairs of the University and the Quality Assurance Unit.



Republic Of Yemen

University: The National University

Faculty: Arts

Department: All Departments

Program title:

Course Specification

X. Course Identification and General Information:						
1	Course Title:	English Language 101				
2	Course Number & Code:					
3	Credit hours:	C. H				Total
		Theoretical	Practical	Training	Seminar	
		2	-	-	-	2
4	Study level/ semester at which this course is offered:	Level One – Second Semester				
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	Location of teaching the course:	The National University				
10	Prepared by:	Dr. Mohammed Al-fasly				
11	Date of approval:					

XI. Course description:

English Language 101 Course is intended to suit the students who are not specialized in English, yet they are required to study this course in order to obtain the bachelor degree in non-English departments of the university. This course aims at providing students with the basics of the four language skills: listening, speaking, reading and writing which are all integrated mutually and interactively as one entity to provide students with the necessary daily activities in various fields. It also offers in simple way the basics of grammar and structure that are necessary to



cover a range of texts and topics in all aspects of life.

XII. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A2.		a1.	Identify a wide range of the essential grammars needed for performing the four skills.
		a2.	Express primitively in written or spoken form the feelings and thoughts that revolve around current situations.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:			
a1.	Identify a wide range of the essential grammars needed for performing the four skills.	<ul style="list-style-type: none"> - Lectures - Directed reading - Self-learning - Discussions - Presentations - Board explanation - Audio listening - Data show activity 	<ul style="list-style-type: none"> - Oral discussion - Home assignment - Quizzes - Mid-term Exam - Final Written Exam
a2.	Express primitively in written or spoken form the feelings and thoughts that revolve around current situations.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual skills**

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B2.		b1.	Consolidate comprehensible reading through written texts
		b2-	Consolidate English language skills in relation to



daily interactions.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Lectures - Seminars - Dialogues and discussions - Self-learning - Data show activity - Class exercises 	<ul style="list-style-type: none"> - Assignments - Presentations - Oral discussion - Quizzes - Mid-term Exam - Final Written Exam
B3-	Consolidate comprehensible reading through written texts		
	Consolidate English language skills in relation to daily interactions.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C3-		c1-	Write types of sentences and questions in their basic forms.
		c2-	Compose basic paragraphs.
C4-		c3-	Practice English speaking in the needed areas of life.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Lectures - Brainstorming - Directed reading - Cooperative learning - Board explanation - Audio listening - Data show activity 	<ul style="list-style-type: none"> - Oral Presentation - Quizzes - Midterm exam - Final Written Exam
c1-	Write types of sentences and questions in their basic forms.		
c2-	Compose basic paragraphs.		
c3-	Practice English speaking in the needed areas of life.		



(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills	
Program Intended Learning Outcomes (PILOs) in General / Transferable skills	Course Intended Learning Outcomes (CILOs) in General / Transferable skills
After completing this program, students would be able to:	After participating in the course, students would be able to:
D2-	d1- Estimate using computer and Internet to improve English language.
D3-	d2- Work individually or in groups to solve English language problems.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.		
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:	<ul style="list-style-type: none"> - Directed reading - Discussions - Presentations - Audio listening - Self-learning - Data show activity - Class exercises - Home assignment 	<ul style="list-style-type: none"> - Quizzes - Observation - Written Exams
d1- Estimate using computer and Internet to improve English language.		
d2- Work individually or in groups to solve English language problems.		

XIII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1.	Unit One: Hello Everybody	a1, b1, b2,	<ul style="list-style-type: none"> ▪ Grammar: (verb to be, possessive adjective, plural nouns.) ▪ Reading and writing: (introducing yourself.) ▪ Listening and speaking: (the alphabet song, conversation.) 	1	2
2.	Unit Two: Meeting people	a1, b1, b2, c3, d1,	<ul style="list-style-type: none"> ▪ Grammar: (continued: verb to b, questions and negatives, short answers, possessive's, articles.) ▪ Reading and listening: (a letter from America) 	1	2
3.	Unit Three: The World of Work	a1, a2, b1, b2, d1,	<ul style="list-style-type: none"> ▪ Grammar: (present simple 1, continued questions and negatives, verb to have) ▪ Reading: (The man with thirteen jobs.) 	1	2



			<ul style="list-style-type: none"> Listening and speaking: (Seumas's day.) 		
4.	Unit Four: Take it easy!	a2, b1, b2, c1, c3, d2	<ul style="list-style-type: none"> Grammar: (Present simple 2) Speaking: questionnaire – how do you live? What is your favourite season? Reading and listening: three people talk about their favourite season. 	1	2
5.	Unit Five: Where do you live?	a1, a2, b1, c1, c3, d1,	<ul style="list-style-type: none"> Grammar: (there is/are, how many, prepositions of place, some and any, demonstrative pronouns) Speaking and listening: (what are the differences between the two pictures?) Reading and speaking: (at home on a plane.) Listening and speaking: (homes around the world.) 	1	2
6.	Unit Six: Can you speak English?	a1, a2, b1, c1, c2,	<ul style="list-style-type: none"> Grammar: Model verbs and negatives, like can-could/cannot- could not, etc; passive like not; was/were, was born ; Adverbs like really, well, etc.) Speaking: (questionnaire - what can you do?) Reading and speaking: (super Kids) 	1	2
7.	Unit Seven: Then and now	a1, b2, c1, c2,	<ul style="list-style-type: none"> Grammar: (past simple 1, regular verbs, irregular verbs, time expressions) Speaking and listening: (what did you do at the end of the 20th century?, when did it happen?) Writing:(describing a holiday.) Reading and speaking: (Two famous first; George Washington and Margaret Thatcher) 	1	2
8.	Unit Eight: How long ago?	b1, b2, c1, c3, d2	<ul style="list-style-type: none"> Grammar: (past simple, negative and ago, time expressions). Reading and listening: (three inventors.) Listening and speaking: (how did you two meet?) 	1	2
9.	Unit Nine: Food you liked!	a1, a2, b1, c1, c2, c3, d2	<ul style="list-style-type: none"> Grammar: Count and un-count nouns, some, much, many) Listening and speaking: (my favourite food.) Reading and speaking: (food around the world, meals in your country.) Writing: (letter) 	1	2
10.	Unit Ten: Bigger and better!	a1, a2, b2, c3, d1,	<ul style="list-style-type: none"> Grammar: (comparative and superlative) Speaking; (I've got more than you!) Reading and speaking: (three musical cities, Talking about your town.)S 	1	2
11.	Unit: Eleven: Looking good!	a1, c1, c2, c3, d1, d2	<ul style="list-style-type: none"> Grammar: (present continuous, Wh-questions) Listening and speaking: (who's at the party?) Writing: (describing people.) 	1	2
12.	Unit Twelve: Life's an adventure	b1, c1, c2, c3, d1	<ul style="list-style-type: none"> Grammar: (going to, infinitive of purpose) Reading and speaking: (dangerous sports) Writing: (writing a postcard). 	1	2



13.	Unit Thirteen: How terribly clever!	a1, a2, b1, c2, c3, d1, d2	<ul style="list-style-type: none"> ▪ Grammar: (questions forms, adverbs and adjectives) ▪ Speaking and listening: (noises in the night.) ▪ Reading: (a story in a story, the tale of horrible good Bertha) 	1	2
14.	Unit Fourteen: Have you ever!	b1, b2, c1, c2, c3, d1, d2	<ul style="list-style-type: none"> ▪ Grammar: (present perfect, ever and never, yet and just) ▪ speaking: (things you have done.) ▪ Reading and speaking: (how to live to be 100.) ▪ Listening: (leaving on a jet plane) 	1	2
Number of Weeks /and Units Per Semester				14	28

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1.				
2.				
3.				
Number of Weeks /and Units Per Semester			12	28

Teaching strategies of the course:

- ✓ Lectures
- ✓ Audio listening
- ✓ Audio listening
- ✓ Board explanation
- ✓ Brainstorming
- ✓ Class exercises
- ✓ Cooperative learning
- ✓ Data show activity
- ✓ Dialogues and discussions
- ✓ Directed reading
- ✓ Discussions
- ✓ Home assignment
- ✓ Presentations
- ✓ Self-learning
- ✓ Seminars

Assessment Methods:

- ✓ Assignments
- ✓ Home assignment
- ✓ Observation
- ✓ Oral discussion
- ✓ Oral Presentation



<ul style="list-style-type: none"> ✓ Presentations ✓ Quizzes ✓ Reports ✓ Written Exams ✓ Mid-term Exam ✓ Final Written Exam

Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Assignments and Quizzes	All	20	20%	a1, a2, b1, b2, c1, c2, c3, d1, d2
3	Mid-semester exam	8th	20	20%	a1, b1, b2, c1, c2,
4	Final Exam	16 th	60	60%	a1, , b1, b2, c1, c2, d2
Total			100	100%	

XIV. Students' Support:	
Office Hours/week	Other Procedures (if any)
2 hours	Library and E-Resources

XV. Learning Resources:	
6- Required Textbook(s) (maximum two)	
	Soars, L. and Soars, J. (2011) <i>New Headway: Elementary English Course</i> . Oxford : Oxford University Press.
7- Recommended Readings and Reference Materials	
8- Essential References	
	Molinsky, S. J., Bliss, B. and Hill, R. E. (2001) <i>Side by side</i> . N.Y.: Pearson Longman.
	Soars, L. and Soars, J. (2002) <i>New headway - Beginner</i> . Oxford : Oxford University Press.
9- Electronic Materials and Web Sites etc.	



	https://ar.scribd.com/doc/312983220/22097816-Side-by-Side-2-pdf https://www.thoughtco.com/esl-basics-4133096 https://www.youtube.com/watch?v=ixErCnZ8c54 http://englishservice.cz/download/Language%20In%20Use%20Beginner%20Tests.pdf http://englishforeveryone.org/
10- Other Learning Material.	

XVI. Facilities Required:	
1 - Accommodation:	<ul style="list-style-type: none"> - Lecture halls - Visual aids - White keyboards - Colour markers - Speakers - PowerPoint Presentations - Note-taking materials - Self-monitoring devices
2 - Computing resources:	<ul style="list-style-type: none"> - Computer lab - R resources

XVII. Course Improvement Processes:	
6- Strategies for obtaining student feedback on effectiveness of teaching.	
	<ul style="list-style-type: none"> - Questionnaires - Oral Feedback
7- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> - Reviewing - Self-notes - Students feedback
8- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> - Peer feedback - Peer discussion - Notes reviewing
9- Processes for verifying standards of students' achievement	
	<ul style="list-style-type: none"> - Exams evaluations - Seminars - External eye visits
10- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	<ul style="list-style-type: none"> - Seminars <p style="text-align: right;">Feedback from graduated students</p>
Course development plans.	



	<ul style="list-style-type: none"> - Updating the course - Using the internet sources - Consulting other professionals - Revising the program plan
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I. Course Policies:	
Unless otherwise stated, the normal course administration policies and rules of the Faculty of Computer science apply. For the policy, see: table blue	
1	<p>Class Attendance:</p> <ul style="list-style-type: none"> ▪ Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved by the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused. ▪ In accordance with the university rules, if the percentage of student's absence exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.
2	<p>Tardy:</p> <p>Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable cause, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> ▪ It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination. ▪ A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the half examination duration. ▪ A student who comes late shall not be admitted to the examination hall, only within the first 30 minutes of the examination. After this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. ▪ When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absence must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absence.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> ▪ Assignments and practical reports must be submitted for assessment on or before the due date. ▪ The submission date extension will not be granted only by the consent of the faculty member concerned. ▪ In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise, 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.
5	<p>Cheating:</p> <ul style="list-style-type: none"> ▪ If a student is found cheating in examination (midterm or final or quizzes) (copying from unauthorized materials and another students' work or allowing other students to copy from



	<p>his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <ul style="list-style-type: none">▪ If a student is found engaging in any unauthorized communications (oral, sign, call, etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.
6	<p>Plagiarism:</p> <ul style="list-style-type: none">▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of assignments or practical reports without clear and adequate acknowledgement of the source.▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken assignments or practical reports of work submitted for assessment.▪ All types of plagiarism are unacceptable and are considered dishonest practices. If a student is found plagiarism, the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.
7	<p>Other policies:</p> <p>Students must switch off their mobile phones, laptops, electronic devices etc. before entering lecture room or lab. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.</p>

الجامعة الوطنية
NU



University: **The National University**

Faculty of: **Arts**

Department: **All Departments**

Title of the Program:

Course Plan (Syllabus) of English Language 101

I. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member	Dr. Mohammed Al-fasly	Office Hours					
Location & Telephone No.	Sana'a - 777648494	SAT	SUN	MON	TUE	WED	THU
E-mail	alfasli1976@gmail.com	2	-	-	-	-	-

II. Course Identification and General Information:						
1-	Course Title:	English Language 101				
2-	Course Number & Code:					
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		2	-	-	-	2
4-	Study level/y;ear at which this course is offered:	Level One – Second Semester				
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-	System of Study:	Regular				
10-	Mode of delivery:	Lecture				
11-	Location of teaching the course:	The National University				

III. Course Description:	
English Language 101 Course is intended to suit the students who are not specialized in English, yet they are required to study this course in order to obtain the bachelor degree in non- English departments of the university. This course	



aims at providing students with the basics of the four language skills: listening, speaking, reading and writing which are all integrated mutually and interactively as one entity to provide students with the necessary daily activities in various fields. It also offers in simple way the basics of grammar and structure that are necessary to cover a range of texts and topics in all aspects of life.

IV. Intended learning outcomes (ILOs) of the course:

- Brief summary of the knowledge or skill the course is intended to develop:
 1. Identify a wide range of the essential grammars needed for performing the four skills .
 2. Express in written or spoken form the feelings and thoughts that revolve around current situations.
 3. Consolidate comprehensible reading through written texts
 4. Consolidate English language skills in relation to daily interactions.
 5. Write types of sentences and questions in their basic forms .
 6. Compose basic paragraphs .
 7. Practice English speaking in the needed areas of life.
 8. Estimate using computer and Internet to improve English language .
 9. Work individually or in groups to solve English language problems.

XVIII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	Number of weeks	Contact hours
15.	Unit One: Hello Everybody	<ul style="list-style-type: none"> ▪ Grammar: (verb to be, possessive adjective, plural nouns.) ▪ Reading and writing: (introducing yourself.) ▪ Listening and speaking: (the alphabet song, conversation.) 	1 st	2
16.	Unit Two: Meeting people	<ul style="list-style-type: none"> ▪ Grammar: (continued: verb to b, questions and negatives, short answers, possessive's, articles.) ▪ Reading and listening: (a letter from America) 	2 nd	2
17.	Unit Three: The World of Work	<ul style="list-style-type: none"> ▪ Grammar: (present simple 1, continued questions and negatives, verb to have) ▪ Reading: (The man with thirteen jobs.) ▪ Listening and speaking: (Seumas's day.) 	3 rd	2
18.	Unit Four: Take it easy!	<ul style="list-style-type: none"> ▪ Grammar: (Present simple 2) ▪ Speaking: questionnaire – how do you live? What is your favourite season? ▪ Reading and listening: three people talk about their 	4 th	2



		favourite season.		
19.	Unit Five: Where do you live?	<ul style="list-style-type: none"> ▪ Grammar: (there is/are, how many, prepositions of place, some and any, demonstrative pronouns) ▪ Speaking and listening: (what are the differences between the two pictures?) ▪ Reading and speaking: (at home on a plane.) ▪ Listening and speaking: (homes around the world.) 	5 th	2
20.	Unit Six: Can you speak English?	<ul style="list-style-type: none"> ▪ Grammar: Model verbs and negatives, like can-could/cannot- could not, etc; passive like not; was/were, was born ; Adverbs like really, well, etc.) ▪ Speaking: (questionnaire - what can you do?) ▪ Reading and speaking: (super Kids) 	6 th	2
21.	Unit Seven: Then and now	<ul style="list-style-type: none"> ▪ Grammar: (past simple 1, regular verbs, irregular verbs, time expressions) ▪ Speaking and listening: (what did you do at the end of the 20th century?, when did it happen?) ▪ Writing:(describing a holiday.) ▪ Reading and speaking: (Two famous first; George Washington and Margaret Thatcher) 	7 th	2
22.	Unit Eight: How long ago?	<ul style="list-style-type: none"> ▪ Grammar: (past simple, negative and ago, time expressions). ▪ Reading and listening: (three inventors.) ▪ Listening and speaking: (how did you two meet?) 	9 th	2
23.	Unit Nine: Food you liked!	<ul style="list-style-type: none"> ▪ Grammar: Count and un-count nouns, some, much, many) ▪ Listening and speaking: (my favourite food.) ▪ Reading and speaking: (food around the world, meals in your country.) ▪ Writing: (letter) 	10 th	2
24.	Unit Ten: Bigger and better!	<ul style="list-style-type: none"> ▪ Grammar: (comparative and superlative) ▪ Speaking; (I've got more than you!) ▪ Reading and speaking: (three musical cities, Talking about your town.)S 	11 th	2
25.	Unit Eleven: Looking good!	<ul style="list-style-type: none"> ▪ Grammar: (present continuous, Wh-questions) ▪ Listening and speaking: (who's at the party?) ▪ Writing: (describing people.) 	12 th	2
26.	Unit Twelve: Life's an adventure	<ul style="list-style-type: none"> ▪ Grammar: (going to, infinitive of purpose) ▪ Reading and speaking: (dangerous sports) ▪ Writing: (writing a postcard). 	13 th	2
27.	Unit Thirteen: How terribly clever!	<ul style="list-style-type: none"> ▪ Grammar: (questions forms, adverbs and adjectives) ▪ Speaking and listening: (noises in the night.) ▪ Reading: (a story in a story, the tale of horrible good Bertha) 	14 th	2
28.	Unit Fourteen: Have you ever!	<ul style="list-style-type: none"> ▪ Grammar: (present perfect, ever and never, yet and just) ▪ peaking: (things you have done.) ▪ Reading and speaking: (how to live to be 100.) 	15 th	2



	▪ Listening: (leaving on a jet plane)		
Number of Weeks /and Units Per Semester		14	28

B– Practical Aspect: (if any)			
Order	Topics List	Week Due	Contact Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
15			
Number of Weeks /and Units Per Semester			

V. Teaching strategies of the course:
<ul style="list-style-type: none"> ✓ Lectures ✓ Audio listening ✓ Audio listening ✓ Board explanation ✓ Brainstorming ✓ Class exercises ✓ Cooperative learning ✓ Data show activity ✓ Dialogues and discussions ✓ Directed reading ✓ Discussions ✓ Home assignment ✓ Presentations ✓ Self-learning ✓ Seminars
VI. Assessment Methods:



- ✓ Assignments
- ✓ Home assignment
- ✓ Observation
- ✓ Oral discussion
- ✓ Oral Presentation
- ✓ Presentations
- ✓ Quizzes
- ✓ Reports
- ✓ Written Exams
- ✓ Mid-term Exam
- ✓ Final Written Exam

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

Assessment	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1.	Assignments and Quizzes	Selected weeks	20	20%
2.	Mid-semester exam	8 th	20	20%
3.	Research Paper and presentation	-	-	-
4.	Final Exam	16 th	60	60%
Total			100	100%

VIII. Learning Resources:

- Written in the following order: (Author – Year of publication – Title – Edition – Place of publication – Publisher).

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

Soars, L. and Soars, J. (2011) *New Headway: Elementary English Course*. Oxford : Oxford University Press.

Additional References.

Molinsky, S. J., Bliss, B. and Hill, R. E. (2001) *Side by side*. N.Y.: Pearson Longman.

Soars, L. and Soars, J. (2002) *New headway - Beginner*. Oxford : Oxford University Press.

Electronic Materials and Web Sites etc.

[://ar.scribd.com/doc/312983220/22097816-Side-by-Side-2-pdf](http://ar.scribd.com/doc/312983220/22097816-Side-by-Side-2-pdf)

IX. Course Policies:	
Unless otherwise stated, the normal course administration policies and rules of the Faculty of Computer science apply. For the policy, see: table blue	
1	<p>Class Attendance:</p> <ul style="list-style-type: none"> ▪ Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved by the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused. ▪ In accordance with the university rules, if the percentage of student's absence exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.
2	<p>Tardy:</p> <p>Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable cause, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> ▪ It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination. ▪ A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the half examination duration. ▪ A student who comes late shall not be admitted to the examination hall, only within the first 30 minutes of the examination. After this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. ▪ When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absence must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absence.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> ▪ Assignments and practical reports must be submitted for assessment on or before the due date. ▪ The submission date extension will not be granted only by the consent of the faculty member concerned. ▪ In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise, 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.
5	<p>Cheating:</p> <ul style="list-style-type: none"> ▪ If a student is found cheating in examination (midterm or final or quizzes) (copying from unauthorized materials and another students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.

	<ul style="list-style-type: none"> If a student is found engaging in any unauthorized communications (oral, sign, call, etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of assignments or practical reports without clear and adequate acknowledgement of the source. Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken assignments or practical reports of work submitted for assessment. All types of plagiarism are unacceptable and are considered dishonest practices. If a student is found plagiarism, the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.
7	<p>Other policies:</p> <p>Students must switch off their mobile phones, laptops, electronic devices etc. before entering lecture room or lab. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.</p>

The National University
Faculty of Medical Sciences
Department of Pharmacy
Program title: BS.c pharmacy



مجلس الاعتماد للجامعات العربية
مجلس الاعتماد للجامعات العلمية العربية
مجلس الاعتماد للجامعات العالمية الإسلامية

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
مجلس الاعتماد الأكاديمي وضمان جودة التعليم العالي

Course Specification of Physical Pharmacy

XIX. Course Identification and General Information:					
1	Course Title	Physical Pharmacy			
2	Course Number & Code:				
3	Credit hours:	C.H			Total
		Th.	Pr.	Tr.	
		2	2		3
4	Study level/ semester at which this course is offered:	1 st level /2 nd semester			
5	Pre –requisite (if any):				

6	Co –requisite (if any):	
7	Program (s) in which the course is offered:	Bachelor degree of pharmacy
8	Language of teaching the course:	English
9	Location of teaching the course:	The department theaters
10	Prepared by:	
11	Date of approval:	

XX. Course description:

The course is concerned with the fundamental knowledge about the Solubility, dissolution, Diffusion, Rheology, Surface tension, Adsorption, Drug and formulation stability and incompatibility.

XXI. Intended learning outcomes (ILOs) of the course:

At the end of this course the students should be able to:

- 1- Define the terms the Solubility, dissolution, Diffusion, Rheology, Surface tension, Adsorption, Drug and formulation stability and incompatibility
- 2- State the Factors/ parameters affecting dissolution and rheology and dissolution.
- 3- Understand the pharmaceutical applications of dissolution, surface tension,....
- 4- Determine the shelf life of all the pharmaceutical Products
- 5- compare between all the storage conditions for different dosage forms
- 6- Apply scientific methods for safety while working in the lab.
- 7- Explore and solve problems related to pharmaceutical stability kinetics .
- 8- Use basic apparatus in the lab to carry out the experiments being stated in the course Successfully
- 9- Think creatively and critically in solving problems
- 10- Work collaboratively and collectively
- 11- Acquire the ethical standards in the professional attributes

XXII. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding	Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding
--	---

After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Demonstrate the basic knowledge and understanding about physical pharmacy and its role in drug formulation.	a1-	Define the terms the Solubility, dissolution, Diffusion, Rheology, Surface tension, Adsorption, Drug and formulation stability and incompatibility
		a2-	State the Factors/ parameters affecting dissolution and rheology and dissolution.
		a3-	Understand the general principles of the stated topics.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
a1-	Define the terms the Solubility, dissolution, Diffusion, Rheology, Surface tension, Adsorption, Drug and formulation stability and incompatibility	<ul style="list-style-type: none"> - Lecture presentations - Tutorials - Discussion-oriented lectures 	<ul style="list-style-type: none"> - Quizzes - Class attendance - Quizzes - Mid-semester and final written exams.
a2-	State the Factors/ parameters affecting dissolution and rheology and dissolution.		
a3-	Understand the general principles of the stated topics.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Integrate the basic knowledge of physical pharmacy with those of other related pharmaceutical fields to support drug formulation.	b1-	Understand the pharmaceutical applications of dissolution, surface tension,....
		b2-	Determine the shelf life of all the pharmaceutical Products
		b3-	Compare between all the storage conditions for different dosage forms

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used.	Methods of assessment

After participating in the course, students would be able to:			
b1-	Understand the pharmaceutical applications of dissolution, surface tension,....	<ul style="list-style-type: none"> - Oral presentations - Interactive teaching - Seminars - Problem solving sessions 	<ul style="list-style-type: none"> - Activities - Class and laboratory attendance - Oral exams - Written Exams
b2-	Determine the shelf life of all the pharmaceutical Products.		
b3-	Compare between all the storage conditions for different dosage forms.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Apply good laboratory practice rules related to safety precautions work in a risk-free environment.	c1-	Apply scientific methods for safety while working in the lab.
C2-	Maintain professional competence by identifying and analyzing emerging issues in pharmaceutical dosage forms and compounding	c2-	Explore and solve problems related to pharmaceutical stability kinetics .
C3-	Operate different pharmaceutical equipment used in preparation, packaging and analysis of liquid pharmaceutical dosage forms.	c3-	Use basic apparatus in the lab to carry out the experiments being stated in the course successfully

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:			
c1-	Apply scientific methods for safety while working in the lab.	<ul style="list-style-type: none"> - Practical lectures - Group discussion - Animations and 	<ul style="list-style-type: none"> - Practical quizzes - Logbooks and reports - Class and laboratory attendance
c2-	Explore and solve problems related to pharmaceutical stability kinetics .		

c3-	basic apparatus in the lab to carry out the experiments successfully being stated in the course	videos	- Mid-semester and final practical exams
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(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Acquire computing, presentation and IT skills to efficiently gather, interpret and analyze information for self-oriented learning.	d1-	Think creatively and critically in solving problems
D2-	Work effectively as a member of team.	d2-	Work collaboratively and collectively
D3-	Demonstrate critical thinking and decision making abilities to solve different problems	d3-	professional Acquire the ethical standards in the attributes.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.			
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:			
d1-	Think creatively and critically in solving Problems	- Self-study modules - Presentations - Group discussions	- Follow up and activities - Skills assessment reports
d2-	Work collaboratively and collectively		
d3-	professional Acquire the ethical standards in the attributes.		

XXIII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Solubility		<ul style="list-style-type: none"> Determination of solubility of Technique s of aqueous solubility determination of non-ionized, ionized and unstable drugs Factors/ parameters affecting solubility Enhancement of solubility 	2	4

			<ul style="list-style-type: none"> Extraction Solubility and partitioning coefficient Preservative action in oil-water systems 		
2	Principles of dissolution		<ul style="list-style-type: none"> Definition of dissolution and dissolution rate, Noyes-Whitney equation. Dissolution process and its mathematical treatment Dissolution rate determination 	2	4
3	Diffusion		<ul style="list-style-type: none"> Diffusion definition, mechanisms, pharmaceutical applications. Ficks first law, second law and steady state diffusion. Diffusion controlled drug deliver y (reservoir systems). Diffusion controlled drug deliver y (matrix systems) and the Higuchi equation. 	2	4
	Rheology		Principles of rheology. Measuring methods in the rheology.		
4	Mid Exam	a1-a4, b1-b3		1	2
5	Surface tension		<ul style="list-style-type: none"> Concepts of surfaces, interfaces, surface and interfacial tension. Wetting of solid surfaces, spreading of liquids over liquid Substrates critical micelle concentration(CMC) Effect of count e r ion and temperature on surface tension and temperature on CMC-values Pharmaceutical applications of surfactants 	2	4
6	Adsorption		Adsorption at solid surfaces adsorption isotherms	1	2
7	Powders and rheology of powders		<ul style="list-style-type: none"> Micromeritics and characterization of powders Shape factors Angle of repose Flowability & aging Effect of glidants compactability Parenteral powders 	2	4
8	Drug and formulation stability		<ul style="list-style-type: none"> Various types and sources of stability problems and procedure/ protocol for carrying out stability studies of drug substances and their formulations with special reference to ICH guidelines Physical stability testing Highlights on accelerated/ ambient/ controlled physical stability testing of solutions, disperse systems, aerosols, coated/ uncoated tablets, gelatin capsules, and sustained release products 	2	4

			<ul style="list-style-type: none"> Degradation mechanisms. Pharmaceutical stability problems (hydrolysis, oxidation, photodegradation, ...) Determination of shelf life and recommended storage conditions. 		
	Incompatibility		<ul style="list-style-type: none"> Compatibility test for solid and liquid dosage forms <ul style="list-style-type: none"> Incompatibility studies by DSC and XRD Use of differential scanning calorimetry (DSC) and X-ray diffraction (XRD) in carrying out incompatibility Studies 	2	4
9	Final Exam			1	2
Number of Weeks /and Units Per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Determination of solubility	b1, c1-c3	1	2
2	determination of types dispersion system	b1, c1-c3, d3	2	4
3	Determination of surface tension	b1, c1-c3, d3	2	4
4	Carry out the dissolution test of some dosage form		1	2
	Midterm Exam		1	2
5	Determination the crystals of some drugs	b1, c1-c3, d3	2	4
6	Determination of the factors affecting the state of matter	b1, c1-c3, d3	2	4
7	Measuring the rheology of some drugs	b1, c1-c3, d3	1	2
	Determination of partition coefficient		2	4
	Application of drug stability.		1	2
8	Final Exam	b1, c1-c3	1	2
Number of Weeks /and Units Per Semester			16	32

XXIV. Teaching strategies of the course:

Lecture presentations, tutorials, discussion-oriented lectures, oral presentations, interactive teaching, seminars, problem solving sessions, practical lectures, animations and videos, self-study modules, and group discussion

XXV. Assignments:

No.	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	Homework Assignments	a1-4, b2, b.4, c1-4, d1-4	Sporadic through the semester	10
2	Reports	c1-4		

XXVI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Attendance, Participation and quizzes	All Weeks	5	5%	a1,a3,a4,b1,b4
	Oral Tests and Homework-assignments	Sporadic through the semester	5	5%	a2, a4, b1-4
2	Attendance, Practical Reports and Practical mid-semester exam	9 th	15	15%	c1-4
3	Theoretical mid-semester exam	6 th	20	20%	a1-4, b1, b2
5	Final Exam (theoretical)	16 th	40	40%	a1-4, b1, b2
6	Final Exam (practical)	16 th	15	15%	c1-4
	Total		100	100%	

XXVII. Students' Support:	
Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

XVIII. Learning Resources:	
1- Required Textbook(s) (maximum two).	
1-	
2- Recommended Books and Reference Materials.	
1-	Lectures Notes and Practical Manual.
Electronic Materials and Web Sites etc.	
1-	http://www.chemaxon/marvin http://www.webmolecules.com - 2 http://www.acdlabs.com -3 ibmh.msk.su/PASS).. 4-PASSPrediction of Activity Spectra for Substance) (http://www

XXIX. Required:	
1 - Facilities Accommodation:	<ul style="list-style-type: none"> - Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
2 - Computing resources:	- Computer laboratory with internet facilities.

XXX. Course Improvement Processes:	
11- Strategies for obtaining student feedback on effectiveness of teaching	
	<ul style="list-style-type: none"> ▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester. ▪ Meeting with students and faculty (once per semester).
12- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> ▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester. ▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).
13- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> ▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings

	<p>and discussions.</p> <ul style="list-style-type: none"> Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.
<p>14- Processes for verifying standards of students' achievement</p>	
	<ul style="list-style-type: none"> Checking of a sample of students' work by an independent faculty member. Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution. Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). Regular follow-up of laboratory logbooks to assess the practical achievement of students.
<p>15- Procedures for periodically reviewing of course effectiveness and planning for improvement</p>	
	<ul style="list-style-type: none"> Student rating and feedback Peer rating and feedback Regular meeting of the Curriculum Committee of the faculty.
<p>course development plans</p>	
	<ul style="list-style-type: none"> Conducting regular workshops for the staff for improving their course specification skills. Regular revision of course specification and syllabus items.

XXXI. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	<p>Class Attendance:</p> <p>- Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.</p> <p>-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.</p>
2	<p>Tardy:</p> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <p>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</p>

	<p>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</p> <p>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</p> <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p>
4	<p>Assignments & Projects:</p> <p>- Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course.</p> <p>-The submission date extension will not be granted only by the consent of the faculty member concerned.</p> <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>
5	<p>Cheating:</p> <p>-If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source. ▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment. <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p>
7	<p>Other policies:</p> <ul style="list-style-type: none"> ▪ - Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. <p>Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.</p>

The National University
Faculty of Medical Sciences
Department of Medical
Laboratories



Program title: Bachelor degree of
Medical Laboratories

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
مجلس الاعتماد الأكاديمي وضمان جودة التعليم العالي

Course Specification of General & Organic Chemistry

XXII. Course Identification and General Information:						
1	Course Title:	General & Organic Chemistry				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			3
4	Study level/ semester at which this course is offered:	Level 1 /semester 1				
5	Prerequisite:	None				
	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor degree of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Department theter				
10	Prepared by:	Dr.				
11	Date of approval:					

III. Course description:

This course provided the students knowledge and understanding of the theory and practice about of the basic principles of general and organic chemistry and its application in medical fields. The course provided the students about the classifications of organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis of organic compounds, chemical reactions..

IV. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

17. Describe the principle of general and organic chemistry, the state of matter.
18. List the various types of chemical reaction.
19. Classify the organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis and reactions.
20. Define atoms, Acids, Bases, Atomic mass, isotopes and equilibrium and its importance in chemical reactions
21. Differentiate between precipitation and acid-base reactions, and Oxidation-reduction reactions.
22. Analyze the various types of organic compounds and their derivatives.
23. Relate the structure of organic compounds to their biological importance.
24. Apply safety measures and precautions in General & Organic Chemistry laboratories to work in risk-free environment.
25. Perform basic chemical experiments and explain data.
26. Demonstrate pH measurements to determine the acidity and basicity of various solutions.
27. Determine molar and percentage concentration of compounds and the concentration of substances in isoosmotic solutions, both mono- and multi-component.
28. Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.
29. Work effectively independently or as a member of team and respect superiors, colleagues and any other members of the health worker.

XV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Outline the principle of general and organic chemistry and its application in Medical Laboratories fields.	a1-	Describe the principle of chemistry, the state of matter.
A2-	Recognize the functional groups, nomenclature, structural characteristics, physical properties, synthesis and reactions of organic compounds.	a2-	List the various types of chemical reaction.
		a3-	Classify the organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis and reactions.
		a4-	Define atoms, Acids, Bases, Atomic mass, isotopes and equilibrium and its importance in chemical reactions

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:		
CILOs in Knowledge and Understanding	Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		
a1- Describe the principle of chemistry, the state of matter.	<ul style="list-style-type: none"> - Lectures using data show and computer - Discussion - Self study 	<ul style="list-style-type: none"> - Class attendance - Quizzes - Assignments - Mid-semester - Final exams (Fill in the blank, MCQs, matching, short-answer and essay questions)
a2- List the various types of chemical reaction.		
a3- Classify the organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis and reactions.		
a4- Define atoms, Acids, Bases, Atomic mass, isotopes and equilibrium and its importance in chemical reactions		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Evaluate the characteristic effects of inoculated bacteria on culture media and biochemical tests and distinguish positive and negative results.	b1-	precipitation and acid-base reactions, and Differentiate between Oxidation-reduction reactions.
B2-		b2-	Analyze the various types of organic compounds and their derivatives.
		b3-	Relate the structure of organic compounds to their biological importance.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills	Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		
b1- precipitation and acid-base reactions, and Differentiate between Oxidation-reduction reactions.	<ul style="list-style-type: none"> - Lecturer and practical administration - Interactive teaching 	<ul style="list-style-type: none"> - Class and practical attendance

b2-	Analuze the various types of organic compounds and their derivatives.	<ul style="list-style-type: none"> - Seminars - Oral presentations 	<ul style="list-style-type: none"> - Assignments - Mid-term exam - Final exams
b3-	Relate the structure of organic compounds to their biological importance.		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Use biosafety precautions in to work in a risk-free environment.	c1-	Apply safety measures and precautions in General & Organic Chemistry laboratories to work in risk-free environment.
C2-	Identify the organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis and reactions through laboratory procedures.	c2-	Perform basic chemical experiments and explain data.
		c3-	Demonstrate pH measurements to determination the acidity and basicity of various solution.
		c4-	Determines molar and percentage concentration of compounds and the concentration of substances in isoosmotic solutions.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Laboratory demonstrations - Laboratory practice - Group discussion 	<ul style="list-style-type: none"> - Practical quizzes - Logbooks and reports - Mid-term and final exams
c1-	Apply safety measures and precautions in General & Organic Chemistry laboratories to work in risk-free environment.		
c2-	Perform basic chemical experiments and explain data.		
c3-	Demonstrate pH measurements to determination the acidity and basicity of various solution.		
c4-	Determines molar and percentage concentration of compounds and the		

	concentration of substances in isoosmotic solutions.		
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(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Effectively use information technology in professional practices to collect, analyze, interpret and write the report.	d1-	Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.
D2-	Work independently or as a member of a team.	d2-	Work effectively independently or as a member of team and respect superiors, colleagues and any other members of the health worker.
D3-			

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
d1-	Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.	<ul style="list-style-type: none"> - Presentations - Group discussions and seminars - Self-study modules 	<ul style="list-style-type: none"> - Write reports - Write Exercises and solving it.
d2-	Work effectively independently or as a member of team and respect superiors, colleagues and any other members of the health worker.		

VI. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction to general chemistry. Matter and Measurement	a1, a4	Defination, Classification. Domain and methods of chemistry Calculations: units, digits and uncertainty	1	2
2	Atoms and the Periodic Table Ionic Compounds	a1,a4; b1;d1-d2	Early chemical laws Modern atomic structure Atomic mass, isotopes, and chemical formulas The periodic table and ionic & molecular compounds	1	2
3	Chemical Quantities	a1,a4; b1;d1-d2	Formula mass, Avogadro's number, mole concept Empirical and molecular formulas Solution concentration and molarity	1	2
4	Chemical Reactions	a1,a3 a4; b1;d1-d2	Chemical equations Stoichiometric calculations Solution stoichiometry Precipitation and acid-base reactions Oxidation-reduction reactions	1	2
5	Gases, Liquids, and Solids	a1,a3 a4; b1;d1-d2	Gases: Gas pressure, The ideal gas law, Effusion and diffusion, Kinetic molecular theory, Real gases. Liquids and Solids: Intermolecular forces, Liquids Solids, Phase diagrams	1	2
6	Solutions Acids and Bases	a1,a3 a4; b1;d1-d2	Concentration measurements Electrolytes and solubility Henry's and Raoult's laws Boiling-point elevation and freezing-point depression, Osmotic pressure. Acids and Bases: Nature of acids and bases pH scale Equilibrium calculations for weak acids and bases Acid-base properties of salts Common ion effect and buffers	1	2

7	Midterm exam	a1-a4; b2		1	2
8	Introduction to Organic Molecules and Functional Groups	a1,a3; b2-b3; d1-d2	Defination, Classification.	1	2
9	Alkanes	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
10	Unsaturated Hydrocarbons	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
11	Organic Compounds That Contains Oxygen, Halogens, and Sulfur	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
12	Aldehydes and Ketones	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
13	Carboxylic Acids, Esters, and Amids	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
14	Amines and Neurotransmitters	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
15	Lipids, Carbohydrates and Amino Acids, Proteins, and Enzymes	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
16	Final Exam	a1-a4, b1-b3,		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Safety and laboratory regulations.	c1-c3	1	2
2	Densities of some common materials	c1-c3	1	2
3	Molar and mass relationships in chemical reactions.	c1-c3	1	2
4	Oxidation states.	c1-c3	1	2
5	Relationships between chemical structures and physical properties.	c1-c3	1	2
6	Water, its properties and reactions.	c1-c3	1	2
7	Qualitative analysis (anions and cations).	c1-c3	1	2
8	Chemical equilibrium.	c1-c3	1	2

9	pH measurements.	c1-c3	1	2
10	Melting and Boiling point determinations.	c1-c3	1	2
11	Separation of mixture by solvent extraction and crystallization.	c1-c3	1	2
12	Electrophilic aromatic substitution.	c1-c3	1	2
13	Preparation of aspirin.	c1-c3	1	2
14	Carbohydrates	c1-c3	1	2
15	Organic qualitative analysis.	c1-c3	1	2
16	Final Exam	c1-c3	1	2
Number of Weeks / Units per Semester			16	32

Teaching strategies of the course

- Lectures using power point presentation.
- Discussion-oriented and interactive teaching (such as brainstorming)
- Group discussions and seminars
- Self-study modules
- Laboratory demonstrations and practice

Assignments

- Short exams (quizzes), discussions and oral tests.
- Theoretical and practical mid-semester exams.
- Laboratory logbooks and reports.
- Final theoretical and practical exams.

Schedule of Assessment Tasks for Students During the Semester

No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Participation and quizzes	weekly	10	10.0%	a1-a4; b1, b2; c1-c4; d1-d3
2	Practical mid-semester exam	7 th	10	10.0%	c1-c4
3	Theoretical mid-semester exam	8 th	20	20.0%	a1-a4
4	Final Exam (theoretical)	16 th	40	40.0%	a1-a4
5	Final Exam (practical)	13 th	20	20.0%	c1-c4
Total			100	100%	

VII. Students' Support:	
Office Hours/week	Other Procedures (if any)
Tow contact hours per week	Contact by E-mail, what's App Group or mobile

VIII. Learning Resources:	
11- Required Textbook(s) (maximum two)	
	<ol style="list-style-type: none"> 1. John W. Hill, Ralph H. Petrucci, Terry W. McCreary, and Scott S. Perry (2005). General Chemistry, 4th edition, Pearson / Prentice Hall Publishing Company, New Jersey. 2. Leslie Craine, Harold Hart, Christopher M. Hadad (2006). Organic Chemistry: A Short Course: 12th Edition, Houghton Mifflin Publishers, Boston, New York, U.S.A.
12- Recommended Readings and Reference Materials	
	<ol style="list-style-type: none"> 1. Raymond Chang (2010). Chemistry, 11th Edition, McGraw Hill Company, Boston, New York, USA. 2. Ralph J. Fessenden, Joan S. Fessenden, Marshall Logue. Organic Chemistry, 6th Edition, Brooks/Cole publishing company, Monterey, California. U.S.A.
13- Essential References	
	<ol style="list-style-type: none"> 1. Hornback, Joseph, (2005). Organic Chemistry, 2nd ed., NY: Thompson, U.S.A. 2. Janice G. Smith. General, Organic, & Biological Chemistry, 2nd Edition, McGraw Hill Company, Boston, New York, USA.
14- Electronic Materials and Web Sites, etc.	
	<ol style="list-style-type: none"> 4- Periodicals: <i>Jornal Of Organic Chemistery</i> <i>Jornal Of General Chemistery</i> 5- http://www. bmjbooks.com 6- http://www. chemistry.ohio-state.edu 7- http://www.wikipedia.com 8- http://www.med.sc.edu:85/book/welcome.htm
15- Other Learning Materials	
	<ol style="list-style-type: none"> 4- Educational videos 5- Fixed slide spots of grame staining. 6- Specimen suspensions

XXIX. Facilities Required:	
1 - Accommodation:	<ul style="list-style-type: none"> - Lecture halls with data show facilities and computer, net connection.. - Whiteboards, - Laboratories with all required equipment and reagents.
2 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory with internet facilities.

XL. Course Improvement Processes:

16- Strategies for obtaining student feedback on effectiveness of teaching

- Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.
- Meeting with students and faculty (once per semester).

17- Other strategies for evaluation of teaching by the instructor or by the department.

- Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.
- Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).

18- Processes for improvement of teaching.

- Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.
- Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.

19- Processes for verifying standards of students' achievement

- Checking of a sample of students' work by an independent faculty member.
- Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.
- Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).
- Regular follow-up of laboratory logbooks to assess the practical achievement of students.

20- Procedures for periodically reviewing of course effectiveness and planning for improvement

- Student rating and feedback
- Peer rating and feedback
- Regular meeting of the Curriculum Committee of the faculty.

6- Course development plans

- Regular encouragement the staff to attend the workshops for improving their course specification skills.
- Revision of course specification and syllabus content regularly.

XI. Course Policies:

1 Class Attendance:

- Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam.

2 Tardiness:

- Non-reasonable frequent tardiness will be allowed and is considered as absence from the lectures/

3 Exam Attendance/Punctuality:

- Exam attendance is obligatory unless being excused by the department and faculty.
- Absence from assignments or exams will be dealt with according to the general policy of the university.

4	Assignments & Projects: <ul style="list-style-type: none"> ▪ Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator. ▪ Projects: Not applicable.
5	Cheating: <ul style="list-style-type: none"> ▪ Punishment of cheating will be according to the general policy of the university in this respect.
6	Plagiarism: <ul style="list-style-type: none"> ▪ Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.
7	Other policies: <ul style="list-style-type: none"> ▪ General policies of the Students' Affairs of the University and the Quality Assurance Unit.

University:
Faculty:
Department:
Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Template for Course Plan (Syllabus)

I. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

XLI. Course Identification and General Information:						
1	Course Title:	General & Organic Chemistry				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			3
4	Study level/ semester at which this course is offered:	Level 1 /semester 1				
5	Prerequisite:	None				
	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor degree of Medical				

		Laboratories
8	Language of teaching the course:	English
9	Location of teaching the course:	Department theter
10	Prepared by:	Dr.
11	Date of approval:	

II. Course description:

This course provided the students knowledge and understanding of the theory and practice about of the basic principles of general and organic chemistry and its application in medical fields. The course provided the students about the classifications of organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis of organic compounds, chemical reactions..

III. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

- 1- Describe the principle of general and organic chemistry, the state of matter.
- 2- List the various types of chemical reaction.
- 3- Classify the organic compounds according to functional groups, nomenclature of organic compounds, structural characteristics, physical properties, synthesis and reactions.
- 4- Defin atoms, Acids ,Bases, Atomic mass, isotopes and equilibrium and its importance in chemical reactions
- 5- Differentiate between precipitation and acid-base reactions, and Oxidation-reduction reactions.
- 6- Analuze the various types of organic compounds and their derivatives.
- 7- Relate the structure of organic compounds to their biological importance.
- 8- Apply safety measures and precautions in General & Organic Chemistry laboratories to work in risk-free environment.
- 9- Perform basic chemical experiments and explain data.
- 10- Demonstrate pH measurements to determination the acidity and basicly of various solution.
- 11- Determines molar and percentage concentration of compounds and the concentration of substances in isoosmotic solutions, both mono- and multi-component.
- 12- Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.
- 13- Work effectively independently or as a member of team and respect superiors, colleagues and any other members of the health worker.

IV. Course Content:					
1 – Course Topics/Items:					
a – Theoretical Aspect					
Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction to general chemistry. Matter and Measurement	a1, a4	Defination, Classification. Domain and methods of chemistry Calculations: units, digits and uncertainty	1	2
2	Atoms and the Periodic Table Ionic Compounds	a1,a4; b1;d1- d2	Early chemical laws Modern atomic structure Atomic mass, isotopes, and chemical formulas The periodic table and ionic & molecular compounds	1	2
3	Chemical Quantities	a1,a4; b1;d1- d2	Formula mass, Avogadro's number, mole concept Empirical and molecular formulas Solution concentration and molarity	1	2
4	Chemical Reactions	a1,a3 a4; b1;d1-d2	Chemical equations Stoichiometric calculations Solution stoichiometry Precipitation and acid-base reactions Oxidation-reduction reactions	1	2
5	Gases, Liquids, and Solids	a1,a3 a4; b1;d1-d2	Gases: Gas pressure, The ideal gas law, Effusion and diffusion, Kinetic molecular theory, Real gases. Liquids and Solids: Intermolecular forces, Liquids Solids, Phase diagrams	1	2
6	Solutions Acids and Bases	a1,a3 a4; b1;d1-d2	Concentration measurements Electrolytes and solubility Henry's and Raoult's laws Boiling-point elevation and freezing-point depression, Osmotic pressure. Acids and Bases: Nature of acids and bases pH scale Equilibrium calculations for weak acids and bases Acid-base properties of salts Common ion effect and buffers	1	2

7	Midterm exam	a1-a4; b2		1	2
8	Introduction to Organic Molecules and Functional Groups	a1,a3; b2-b3; d1-d2	Defination, Classification.	1	2
9	Alkanes	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
10	Unsaturated Hydrocarbons	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
11	Organic Compounds That Contains Oxygen, Halogens, and Sulfur	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
12	Aldehydes and Ketones	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
13	Carboxylic Acids, Esters, and Amids	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
14	Amines and Neurotransmitters	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
15	Lipids, Carbohydrates and Amino Acids, Proteins, and Enzymes	a1,a3; b2-b3; d1-d2	Nomenclature, structural characteristics, physical properties, synthesis and reactions.	1	2
16	Final Exam	a1-a4, b1-b3,		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Safety and laboratory regulations.	c1-c3	1	2
2	Densities of some common materials	c1-c3	1	2
3	Molar and mass relationships in chemical reactions.	c1-c3	1	2
4	Oxidation states.	c1-c3	1	2
5	Relationships between chemical structures and physical properties.	c1-c3	1	2
6	Water, its properties and reactions.	c1-c3	1	2
7	Qualitative analysis (anions and cations).	c1-c3	1	2
8	Chemical equilibrium.	c1-c3	1	2
9	pH measurements.	c1-c3	1	2
10	Melting and Boiling point determinations.	c1-c3	1	2
11	Separation of mixture by solvent extraction and crystallization.	c1-c3	1	2
12	Electrophilic aromatic substitution.	c1-c3	1	2
13	Preparation of aspirin.	c1-c3	1	2
14	Carbohydrates	c1-c3	1	2
15	Organic qualitative analysis.	c1-c3	1	2
16	Final Exam	c1-c3	1	2
Number of Weeks / Units per Semester			16	32

Teaching strategies of the course
<ul style="list-style-type: none"> - Lectures using power point presentation. - Discussion-oriented and interactive teaching (such as brainstorming) - Group discussions and seminars - Self-study modules - Laboratory demonstrations and practice
Assignments
<ul style="list-style-type: none"> - Short exams (quizzes), discussions and oral tests. - Theoretical and practical mid-semester exams. - Laboratory logbooks and reports. - Final theoretical and practical exams.

Schedule of Assessment Tasks for Students During the Semester

No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Participation and quizzes	weekly	10	10.0%	a1-a4; b1, b2; c1-c4; d1-d3
2	Practical mid-semester exam	7 th	10	10.0%	c1-c4
3	Theoretical mid-semester exam	8 th	20	20.0%	a1-a4
4	Final Exam (theoretical)	16 th	40	40.0%	a1-a4
5	Final Exam (practical)	13 th	20	20.0%	c1-c4
Total			100	100%	

LV. Students' Support:

Office Hours/week	Other Procedures (if any)
Tow contact hours per week	Contact by E-mail, what's App Group or mobile

LVI. Learning Resources:

16- Required Textbook(s) (maximum two)

- John W. Hill, Ralph H. Petrucci, Terry W. McCreary, and Scott S. Perry (2005). **General Chemistry**, 4th edition, Pearson / Prentice Hall Publishing Company, New Jersey.
- Leslie Craine, Harold Hart, Christopher M. Hadad (2006). **Organic Chemistry: A Short Course**: 12th Edition, Houghton Mifflin Publishers, Boston, New York, U.S.A.

17- Recommended Readings and Reference Materials

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18- Essential References

- Hornback, Joseph, (2005). **Organic Chemistry**, 2nd ed., NY: Thompson, U.S.A.
- Janice G. Smith. **General, Organic, & Biological Chemistry**, 2nd Edition, McGraw Hill Company, Boston, New York, USA.

19- Electronic Materials and Web Sites, etc.

9- Periodicals:

10- [http://www. bmjbooks.com](http://www.bmjbooks.com)

11- [http://www. chemistry.ohio-state.edu](http://www.chemistry.ohio-state.edu)

12- <http://www.wikipedia.com>

13- <http://www.med.sc.edu:85/book/welcome.htm>

Jornal Of Organic Chemistery
Jornal Of General Chemistery

20- Other Learning Materials

	<p>7- Educational videos 8- Fixed slide spots of grame staining. 9- Specimen suspension</p>
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LVII. Facilities Required:

1 - Accommodation:	<ul style="list-style-type: none"> - Lecture halls with data show facilities and computer, net connection.. - Whiteboards, - Laboratories with all required equipment and reagents.
2 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory with internet facilities.

LVIII. Course Improvement Processes:

21- Strategies for obtaining student feedback on effectiveness of teaching	
	<ul style="list-style-type: none"> ▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester. ▪ Meeting with students and faculty (once per semester).
22- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> ▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester. ▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).
23- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> ▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions. ▪ Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.
24- Processes for verifying standards of students' achievement	
	<ul style="list-style-type: none"> ▪ Checking of a sample of students' work by an independent faculty member. ▪ Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution. ▪ Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). ▪ Regular follow-up of laboratory logbooks to assess the practical achievement of students.
25- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	<ul style="list-style-type: none"> ▪ Student rating and feedback ▪ Peer rating and feedback ▪ Regular meeting of the Curriculum Committee of the faculty.
Course development plans	
	<ul style="list-style-type: none"> ▪ Regular encouragement the staff to attend the workshops for improving their course specification skills. ▪ Revision of course specification and syllabus content regularly.

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5	Cheating: <ul style="list-style-type: none">Punishment of cheating will be according to the general policy of the university in this respect.
6	Plagiarism: <ul style="list-style-type: none">Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.
7	Other policies: <ul style="list-style-type: none">General policies of the Students' Affairs of the University and the Quality Assurance Unit.

برنامج: البكالوريوس

مواصفات المقرر الدراسي: ثقافة إسلامية

X. مواصفات المقرر الدراسي: المعلومات العامة عن المقرر:					
14.	اسم المقرر:	الثقافة الإسلامية 1			
15.	رمز المقرر ورقمه:				
16.	الساعات المعتمدة:	محاضرة	سمنار	عملي	تدريب
		3	-	-	-
17.	المستوى والفصل الدراسي:	الأول. الأول.			
18.	المتطلبات السابقة لدراسة المقرر (إن وجدت):	لا يوجد.			
19.	المتطلبات المصاحبة لدراسة المقرر (إن وجدت):	لا يوجد.			
20.	البرنامج/التي يتم فيها تدريس المقرر:	البكالوريوس. متطلب علمي في جميع أقسام وكليات الجامعة.			
21.	لغة تدريس المقرر:	العربية			
22.	نظام الدراسة:	فصلي.			
23.	أسلوب الدراسة في البرنامج:	منتظم.			
24.	مكان تدريس المقرر:	الجامعة الوطنية			
25.	اسم معد مواصفات المقرر:	د. حسان شريان			
26.	تاريخ اعتماد مجلس الجامعة:				

XI. وصف المقرر:	
<p>يتناول هذا المقرر مناقشة المفاهيم المتعلقة بالثقافة الإسلامية خصائصها، وأهم الموضوعات المرتبطة بها، وأبرز التحديات الثقافية المعاصرة التي تواجهها، وبيان التصور الإسلامي للكون والإنسان والحياة، وطبيعة الحضارة الإسلامية، وبيان الموقف الصحيح للمسلم من بعض القضايا الفكرية المتعلقة بالقرآن والسنة، مع التركيز على أهم القضايا والمبادئ الحقوقية المعاصرة، وغرس قيم التسامح والحوار، ونبذ الغلو والتطرف والتفريط، والرد على بعض الشبهات التي تستهدف عقيدة المسلم وفكره؛ لأجل تكوين شخصية مسلمة وسطية معتدلة فكرياً وعملياً، مع تناوله بعض القضايا الاقتصادية والاجتماعية المعاصرة المرتبطة بالواقع، وعلى وجه الخصوص ما يتعلق بالمرأة، مبيناً الدور التنموي المنوط بالشباب على كافة الأصعدة، وإيماناً من الجامعة الوطنية بأهمية وضروة التحصين الفكري والدور الريادي للثقافة الإسلامية؛ فقد جعلت من مادة ومقرر الثقافة الإسلامية متطلباً جامعياً، يُدرّس في جميع كلياتها وأقسامها.</p>	
XI. مخرجات التعلم:	
<p>بعد إكمال المقرر يتوقع من الطالب أن يكون قادراً على:</p>	
<p>1- يُعرّف الثقافة الإسلامية، والفكر الإسلامي، وأبرز خصائصهما.</p>	
<p>2- يوضح الموقف الصحيح والمعتدل للشريعة الإسلامية وللإنسان المسلم من المسائل الجدلية والفكرية، المرتبطة بالعقيدة والكون والإنسان، وما يتصل بها من أحكام فقهية.</p>	
<p>3- يناقش مبادئ وأسس وخطوط كمال الحرية والسلام والتسامح حقيقياً لإسلام، وما يتعلق بها.</p>	
<p>4- يبرز مكانة ودور ووظيفة المرأة في الإسلام وحقوقها وواجباتها وآدابها.</p>	

- 5- يستنتج المخاطر والتحديات التي تواجه الثقافة الإسلامية، ومصادرها.
- 6- يقارن بين نظرة وتشريعات الإسلام المتعلقة بالإنسان وحقوقه ومتطلباته، ونظرة وتشريعات الأديان والثقافات الأخرى المتعلقة به وبحقوقه.
- 7- ينزل الأحكام الشرعية على القضايا والنوازل الفقهية المعاصرة في المجال الفكري، والسياسي، والاقتصادي، والاجتماعي.
- 8- يستطيع أن يجمع ويكتب مادة علمية في القضايا الفكرية والثقافية.
- 9- يناقش ويرد على غيره في القضايا الفكرية والثقافية المعاصرة.
- 10- ينقل الثقافة الإسلامية الوسطية -بمفهومها الشامل- للآخرين، خلال تجسيده للقيم والأخلاق الإسلامية خلال تعاملاته معهم.

XI. موازنة مخرجات التعلم باستراتيجيات التدريس والتقويم

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

مخرجات البرنامج	إستراتيجية التقويم	إستراتيجية التدريس	مخرجات المقرر / المعرفة والفهم
يعتز الطالب بدينه وعقيدته.	الامتحانات بصورها المتعددة (شفهي، تحريري، نصفي نهائي)	المحاضرات النظرية	A-1 يُعرّف الثقافة الإسلامية، والفكر الإسلامي، وأبرز خصائصهما، وما يميزهما عن غيرهما.
يلم الطالب بموقف الشريعة الإسلامية من بعض القضايا الفكرية والفقهية المعاصرة	الامتحانات النصفية والنهائية	التعليم الذاتي	A-2 يوضح الموقف الصحيح والمعتدل للشريعة الإسلامية وللإنسان المسلم من المسائل الجدلية والفكرية، المرتبطة بالعقيدة والكون والإنسان، وما يتعلق بها من أحكام فقهية.
تبني الطالب ثقافة التسامح والحوار والقبول بالآخر	التكاليف والواجبات	العرض المرني، والشرايح، والصور التوضيحية	A-3 يناقش مبادئ وأسس وضوابط كمن: الحرية، والسلام، والتسامح، والتعايش مع الآخر في الإسلام، وما يتعلق بها من مسائل وأحكام.
يُحكّم الطالب الرأي الشرعي في كثير من قضايا المرأة، مبتعداً عن الأعراف والتقاليد المجتمعية المخالفة للشريعة الإسلامية، والمناهضة للمرأة	استطلاع	العصف الذهني	A-4 يبرز مكانة ودور المرأة في الإسلام وحقوقها وواجباتها وآدابها.

وحقوقها.			
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ثانياً: مواعمة مخرجات تعلم المقرر (المهارات الذهنية) بإستراتيجية التدريس والتقييم:			
مخرجات البرنامج	إستراتيجية التقييم	إستراتيجية التدريس	مخرجات المقرر/ المهارات الذهنية
اكتساب مهارات التفكير التحليلي والنقدي	التقارير العلمية ومناقشتها	الحوار الفردي والجماعي	b-1 يستنتج المخاطر والتحديات التي تواجه الثقافة الإسلامية، ومصادر ها.
الثقة بعدالة التشريعات الإسلامية، وأحقيتها في التشريع؛ كونها الأنسب والأصلح للبشرية.	الامتحانات بصورها المتنوعة	التعليم التعاوني	b-2 يقارن بين نظرة وتشريعات الإسلام المتعلقة بالإنسان وحقوقه ومتطلباته، ونظرة وتشريعات الأديان والثقافات الأخرى المتعلقة به وبحقوقه.
التمكن من التعامل مع مصادر التراث الإسلامي وتوظيفها بما يخدم الحياة، ويجسد الفكر السليم والمعتدل.	الحوار والمناقشة	التعليم الذاتي	b-3 ينزّل الأحكام الشرعية على القضايا والنوازل الفقهية المعاصرة في المجال الفكري، والسياسي، والاقتصادي، والاجتماعي، والطبي.



ثالثاً: مواعمة مخرجات تعلم المقرر (المهارات المهنية والعملية) بإستراتيجية التدريس والتقييم:			
مخرجات البرنامج	إستراتيجية التقييم	إستراتيجية التدريس	مخرجات المقرر/ المهارات المهنية والعملية
القدرة على تنمية الذات علمياً ومهارياً. ومواكبة المستجدات المعاصرة والقدرة على التعامل معها.	التقارير العلمية	التعليم التعاوني	c-1 يستطيع أن يجمع ويكتب مادة علمية في القضايا الفكرية والثقافية، والمسائل الفقهية.
خلق روح الاجتهاد ونبذ التقليد، والاسهام في حركة التجديد العلمي.	الحوار والمناقشة	التقارير الكتابية	c-2 يناقش ويرد على غيره في القضايا الفكرية والثقافية المعاصرة.

رابعاً: مواعمة مخرجات تعلم المقرر (المهارات العامة) بإستراتيجية التدريس والتقييم:			
مخرجات البرنامج	إستراتيجية التقييم	إستراتيجية التدريس	مخرجات المقرر
التحلي بأخلاق الإسلام الصحيح المجاني للقلوب والتفريط	بحوث علمية	التعليم الذاتي	d-1 ينقل الثقافة الإسلامية الوسطية - بمفهومها الشامل- للأخرين، خلال تجسيده للقيم والأخلاق الإسلامية خلال تعاملاته معهم.

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

كتابة وحدات /مواضيع محتوى المقرر					
أولاً: الجانب النظري					
الرقم	وحدات/ موضوعات المقرر	المواضيع التفصيلية	عدد الأسابيع	الساعات الفعلية	مخرجات تعلم المقرر
-1	مفهوم الثقافة الإسلامية ومصادرها التشريعية	مفهوم الثقافة الإسلامية، خصائص الثقافة الإسلامية، وما يميزها عن غيرها، ومصادرها التشريعية	1	3	A1-b1-c2
-2	قضايا عقدية	مراتب الدين: الإسلام، الإيمان، الإحسان. أنواع التوحيد: الألوهية، الربوبية، الأسماء والصفات.	2	6	A2-b2-c1
-3		الفرق والمذاهب الإسلامية، النشأة والمعتقد (أهل السنة، المعتزلة، الإسماعيلية)			
-4	الإعجاز القرآني	الإعجاز البلاغي، الإعجاز العلمي، الإعجاز التشريعي، الإعجاز الطبي.	1	3	A1-b2-c2
-5	الغزو الفكري	تعريف الغزو الفكري، مؤسساته، أهدافه، وسائله، والاستشراق، التصير، وأهدافها، أخطارها وطرق الحماية منها.	1	3	A1-b1-c2
-6	الإسلام والتنمية	مقومات النهوض الحضاري، الشباب ودوره في التغيير المجتمعي. الوسطية والاعتدال في الإسلام، الوطنية في الإسلام.	1	3	Aa1-a3-b3-c2
-7	اختبار نصف الفصل	اختبار نصف الفصل	1	3	A2-b3-c1-c2
-8	قضايا الحقوق والحريات في الإسلام	مفهوم الحقوق والحريات في الإسلام، وضوابطها الشرعية، حقوق الإنسان في الإسلام، حقوق الإنسان في القوانين والمواثيق الدولية.	1	3	A1-a3-b2-c1
-9	الإسلام والمرأة	مكانة المرأة في الإسلام، الحقوق والواجبات الشرعية للمرأة، موقف الإسلام من بعض القضايا المعاصرة المتعلقة بالمرأة.	1	3	A4-b3-c1-d1
10	قضايا مجتمعية وسياسية معاصرة	الانتخابات في الفكر الإسلامي، موقف الإسلام من التطرف والإرهاب، الجهاد مشروعيته وشروطه وضوابطه.	1	3	A2-a3-b3-c2-d1
-11		المعاهدات الدولية وموقف الإسلام منها، أحكام الأقليات المسلمة وغير المسلمة.	1	3	
-12	الإسلام والاقتصاد	المصارف الإسلامية والفرق بينها وبين البنوك التجارية.	1	3	A2-b1-b2-c2

ثانيا: الجانب العملي:				
تكتب تجارب (مواضيع) العملي				
مخرجات التعلم	الساعات الفعلية	عدد الأسابيع	التجارب العملية	الرقم
				10.
			لا يوجد	11.
				12.
				13.
				14.
				15.
				16.

	6	2	التأمين الإسلامي والتأمين التجاري، مسائل اقتصادية وأحكامها الفقهية: (البيع بالتقسيط، الجمعيات)	-13
A1-b3-c1	3	1	عمليات التجميل، الإجهاض، زراعة الأعضاء، أحكام المرضى في شهر رمضان.	-14
A2-b2-b3-c2	3	1	اختبار نهاية الفصل	-15
	48	16	إجمالي الأسابيع والساعات	

				17.
				18.
			إجمالي الأسابيع والساعات	

XVI. إستراتيجية التدريس:	
المحاضرات النظرية.	
العروض والشرائح الإلكترونية	
العصف الذهني	
التعليم التعاوني	
التعليم الذاتي	

XVI. التعيينات والتكليفات:				
الدرجة	الأسبوع	مخرجات التعلم	التكليف/النشاط	الرقم
10	14-2	A1-a2-a4-b2-b3-c1	<p>كتابة عدد من البحوث عن الموضوعات التالية:</p> <ul style="list-style-type: none"> - قضايا الفكر الإسلامي المعاصر. - ميراث المرأة، دية المرأة. العمل الساسي للمرأة وتوليها المناصب القيادية في الدولة. - علاقة المسلم بغير المسلم. - التطرف والإرهاب والموقف الشرعي منهما. - أضرار الربا على السياسات الاقتصادية. - حرية الرأي وضوابطها في الشريعة الإسلامية. - أخطار ووسائل الغزو الفكري. 	-1
10		A3-b3-c2-d1	<ul style="list-style-type: none"> - استطلاع عن متطلبات الفتاة في المرحلة الجامعية. - مبادرات شبابية لمعالجات فكرية وثقافية. - حلقات نقاشية وندوات علمية عن قضايا فكرية. 	-2

XVIII. تقويم التعلم:

الرقم	أنشطة التقويم	الأسبوع	الدرجة	نسبة الدرجة إلى درجة التقويم النهائي	المخرجات التي يحققها
1	واجبات ومشاركة وأنشطة صفية	14-2	10	%10	A1-b1-b3-c2
2	تكاليف، وبحوث وأنشطة لاصفية	14-2	10	%10	A2-a3-a4-b2-b3-c1
3	امتحان نصف الفصل	7	20	%20	A2-b3-c1-c2
4	امتحان نهاية الفصل	15	60	%60	A2-b2-b3-c2
5	المجموع		100	%100	

XIX. مصادر التعلم:

المراجع الرئيسية: (لا تزيد عن مرجعين)
- الثقافة الإسلامية الجزء الأول، الجامعة الوطنية، تأليف: د. حسان شريان و، د. إبراهيم حيدرة
- الثقافة الإسلامية، د. عبد الوهاب الديلمي، ود. علي هود باعباد، وآخرين، مكتبة الإرشاد، صنعاء، 10، 2013م.
المراجع المساعدة
- الثقافة الإسلامية (الجزء الثاني) الجامعة الوطنية، تأليف د. فؤاد البناء.
مواد إلكترونية وإنترنت: (إن وجدت)
- موقع ومؤلفات الدكتور عبد الكريم بكار.

XX. الضوابط والسياسات المتبعة في المقرر.

8.	سياسة حضور الفعاليات التعليمية: <ul style="list-style-type: none"> الالتزام بالمواعيد المحددة للمحاضرات في بدنها وانتهاءها والانتظام في الحضور، وضرورة حضور (75%) من ساعات المقرر حسب لائحة التعليم العالي. إذا تجاوز نسبة غياب الطالب عن (25%) من ساعات المقرر يعتبر محروماً في المقرر. إلا إذا كان غيابه بسبب مرض أو بعذر قاهر تقبله عمادة الكلية، وبموجب وثائق رسمية ومعتمدة.
9.	الحضور المتأخر: <ul style="list-style-type: none"> ينبغي على الطالب أن يأتي إلى المحاضرات، والمشاركة في مناقشة موضوعات المقرر في الوقت المناسب. يسمح للطالب المتأخر بدخول المحاضرة إذا تأخر في حدود ربع ساعة فقط وبعذر.
10.	ضوابط الامتحان: <ul style="list-style-type: none"> يجب على الطالب الوصول إلى قاعة الامتحان في الوقت المحدد.

<ul style="list-style-type: none"> ▪ عدم السماح بدخول الامتحان بعد مرور أكثر منربع ساعة من بدء الامتحان. ▪ لا يسمح للطالب الخروج من القاعة الامتحانية بعد توزيع الأسئلة إلا بعد مرور نصف وقت الاختبار. ▪ يعتبر الطالب الغائب في اختبار نهاية الفصل راسباً في المقرر الذي تغيب فيه. 	
<p>11. التعيينات والمشاريع:</p> <p>التعيينات: يتعين على الطالب الالتزام بالآتي:</p> <ul style="list-style-type: none"> ▪ تقديم الواجبات في الوقت المحدد تماماً، وإذا ما واجهته مشكلة في تقديم الواجبات المطلوبة منه عليه الاتصال بأستاذ المقرر لكي يتفق معه على موعد آخر، وبناءً على تعليمات أستاذه يمكن أن يعدل ويقرر الموعد الآخر للتسليم. ▪ أن يقدم عرضاً تفصيلياً لما يتضمنه الواجب من خطوات وأفكار أساسية. ▪ إذا تأخر الطالب عن تقديم واجباته في الموعد الذي حدد له بعد أسبوعين من التأخير لن يقبل إلا إذا ما وافق الأستاذ على قبول التأخير، بناءً على ظروف قاهرة يتم شرحها والإعلان عنها خطياً. <p>المشاريع:</p> <ul style="list-style-type: none"> ▪ سيتم تنظيم الطلبة في فرق وكل فريق يختار واحداً من الموضوعات المقدمة لهم في بداية الفصل الدراسي. ▪ وعلى الفريق توزيع المسؤولية فيما بينهم، والمشاركة الفاعلة من جميع أعضاء الفريق، وعلى كل فريق أن يقدم تقريراً عن موضوعه، وعرضها أمام الطلبة. 	
<p>12. الغش:</p> <ul style="list-style-type: none"> ▪ يلتزم الطلبة بمبادئ النزاهة الأكاديمية التي تعني: أن يكون الطالب صادقاً مع نفسه، ومع زملائه ومع أساتذته. ▪ لن يتم التسامح مع الغش وهو: محاولة الطالب الغش بالحديث أو النظر في ورقة الغير أو الإشارة أو محاولة استخدام أية وسيلة من وسائل الغش. ▪ الغش في الامتحان النصفي أو الشروع فيه فيعتبر الطالب راسباً في المقرر. ▪ الطالب الذي يغش في الامتحان يحرم من ثلاث مواد هي: المادة التي ضبط متلبساً فيها ومن قبلها والمادة التي تليها. ▪ إذا تكرر غش الطالب أكثر من مرة في الدورة الاختيارية الواحدة يطبق عليه حكم الفصل من الدراسة. 	
<p>13. الانتحال:</p>	
<p>14. سياسات أخرى:</p> <p>من مهام الطلبة وواجباتهم وحقوقهم الآتي:</p> <ul style="list-style-type: none"> ▪ تحمل وتقبل الآراء المختلفة أثناء المناقشات والعمل الجماعي. ▪ التزامه بأسلوب النقاش الايجابي والحوار البناء مع الآخرين. ▪ لا يسمح استخدام الهواتف المحمولة داخل قاعة المحاضرة، أو أثناء سير الامتحان. ▪ إذا سلك الطالب سلوكاً غير مقبول فإنه يُحال إلى الجهات المعنية لاتخاذ اللازم، مشفوعاً بتقرير عن ذلك. 	

Faculty of Medical Science

Department of nursing

Bachelor of nursing

Course Specification of **Fundamental of nursing 1** Course No.()

2021/2022



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Prepared by:

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Reviewed by:

Dr. Nada Ahmad

Quality Assurance

Dr.Abdulfattah

Dean:

prof. ali alkaf

XLIX. Course Identification and General Information:						
1	Course Title:	Fundamental of nursing 1				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		3	4			7
4	Study level/ semester at which this course is offered:	1/1				
5	Prerequisites:					
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Nursing				
8	Language of teaching the course:	English				
9	Study System:	Semester Based System				
10	Location of teaching the course:	Full Time				
11	Prepared by:	Dr. Abdulhameed Althaifani				
12	Date of Approval					

L. Course Description:

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

LI. Outcomes of the Course

1. Explain the principles of admission and discharge, infection control, vital signs and health assessment
2. Demonstrate understanding of medication administration, mobility and immobility and procedures and techniques of wound care.
3. Recognize the difference between medical and surgical asepsis, normal and abnormal assessment data and vital signs through the process of critical thinking.
4. Differentiate between different methods of medications administration and mobility and immobility complications
5. Apply appropriate infection prevention practices during vital signs and health assessment
6. Implement special nursing measures in medication administration, hygiene, mobility and immobility and wound care
7. Interpret information gathered during taking vital signs and health assessment using information technology
8. Utilizes the value of inter-professional collaborative practice, coordination and interpersonal

communication skills when dealing with colleagues

LII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	Knows medical terminology, principles and concepts of basic and applied sciences related to nursing	a1-	Explain the principles of admission and discharge, infection control, vital signs and health assessment
A3	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society	a2-	Demonstrate understanding of medication administration, mobility and immobility and procedures and techniques of wound care.
A4	Describes communicable and noncommunicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Interactive lecture ▪ Seminars and student presentations ▪ Brain storming, role-play and simulation ▪ Small group for discussing 	<ul style="list-style-type: none"> ▪ Assignments ▪ Quizzes ▪ Mid-term Exam ▪ Final exam ▪ Presentations
a1-	Explain the principles of admission and discharge, infection control, vital signs and health assessment		
a2-	Demonstrate understanding of medication administration, mobility and immobility and procedures and techniques of wound care.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong	b1-	Recognize the difference between medical and surgical asepsis, normal and abnormal assessment data and vital signs through

	differences in all health care facilities.		the process of critical thinking.
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b2-	Differentiate between different methods of medications administration and mobility and immobility complications

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Recognize the difference between medical and surgical asepsis, normal and abnormal assessment data and vital signs through the process of critical thinking.	<ul style="list-style-type: none"> ▪ Interactive lecture ▪ Brain storming ▪ Role-play & simulation ▪ Small group discussions 	<ul style="list-style-type: none"> ▪ Assignments ▪ Quizzes ▪ Mid-term Exam ▪ Final exam
b2-	Differentiate between different methods of medications administration and mobility and immobility complications	<ul style="list-style-type: none"> ▪ Seminars and student presentations 	



(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	Practices practical nursing to provide safe and effective care to various individuals using appropriate technology	c1-	Apply appropriate infection prevention practices during vital signs and health assessment
C3	Uses evidence to provide rationales for nursing interventions.	c2-	Implement special nursing measures in medication administration, hygiene, mobility and immobility and wound care

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills	Teaching	Methods of
--	----------	------------

		strategies/methods	assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Case-Based Learning ▪ Clinical teaching & learning ▪ Laboratory work ▪ Role plays & simulation ▪ Small group discussion ▪ Seminar (Discussions) ▪ Practice session ▪ Problems solving 	<ul style="list-style-type: none"> ▪ Assignments ▪ Practical/Clinical examination ▪ Reports (Lab Reports.) ▪ Lab work ▪ Assessment of skills with checklist
c1-	Apply appropriate infection prevention practices during vital signs and health assessment		
c2-	Implement special nursing measures in medication administration, hygiene, mobility and immobility and wound care		

(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D2	Efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d1-	Interpret information gathered during taking vital signs and health assessment using information technology
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.	d2-	Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Group work ▪ Case Study ▪ Role play 	<ul style="list-style-type: none"> ▪ Evaluation of group work ▪ Evaluation of student works ▪ Observation
d1-	Interpret information gathered during taking vital signs and health assessment using information technology		
d2-	Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues		

III. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Evolution of nursing and Hospital admission	a1, d1	<p>Evolution of nursing</p> <ul style="list-style-type: none"> ▪ Nursing history ▪ Nursing in the old civilization ▪ Nursing in the middle century ▪ Florence Nightingale ▪ Modern nursing <p>Hospital admission and discharge</p> <ul style="list-style-type: none"> ▪ Admission to the hospital ▪ Unit and its preparation ▪ Admission procedure ▪ Special considerations ▪ Medico-legal issues ▪ Roles & responsibilities ▪ Common response to admission ▪ Discharge from the hospital ▪ Types: Planned discharge, ▪ LAMA and abscond, Referrals and transfers ▪ Discharge Planning ▪ Discharge procedure ▪ Care of the unit after discharge 	2	6
2	Health protection and asepsis	a1, b1, c1, d1	<p>Health protection and asepsis</p> <p>Infection control</p> <ul style="list-style-type: none"> ▪ Nature of infection ▪ Chain of infection transmission ▪ Defenses against infection: natural and acquired hospital acquired infection (Nosocomial infection) ▪ Concept of asepsis ▪ Medical asepsis <ul style="list-style-type: none"> - Hand washing: simple, hand antisepsis - Personal protecting equipment (PPE): types, uses and technique of wearing and removing - Standard safety 	2	6

			<p>precautions (Universal precautions)</p> <ul style="list-style-type: none"> ▪ Surgical asepsis <ul style="list-style-type: none"> - Definition - Principles of surgical asepsis - Method of sterilization ▪ Biomedical waste management: <ul style="list-style-type: none"> - Decontamination of hospital waste 		
3	Vital signs and Health assessment	a1, b1, c1, d1	<p style="text-align: right;">Vital signs</p> <ul style="list-style-type: none"> ○ Guidelines for taking vital signs: ○ Body temperature: Physiology, Regulation, Factors affecting body temperature, Assessment of body temperature: sites, equipments and technique, special considerations ○ Temperature alterations: hyperthermia, Hypothermia ○ Pulse: <ul style="list-style-type: none"> ✓ Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse ✓ Assessment of pulse: sites, location, equipments and technique, special considerations ✓ Alterations in pulse: ○ Respiration: <ul style="list-style-type: none"> ✓ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration ✓ Assessment of respirations: technique, special considerations ✓ Alterations in respiration ○ Blood pressure: <ul style="list-style-type: none"> ✓ Assessment of blood pressure: sites, equipments and technique, special considerations ✓ Alterations in blood pressure 	2	6

			Recording of vital signs		
4	Health assessment	a1, b1, c1, d1	<p>Health assessment</p> <ul style="list-style-type: none"> ○ Purposes ○ Process of Health assessment <ul style="list-style-type: none"> ▪ Health history ▪ Physical examination: <ul style="list-style-type: none"> ▪ Methods- inspection, Palpation, Percussion, Auscultation, ▪ Preparation for examination: patient and unit. ▪ General assessment ▪ Assessment of each body system ▪ Recording of health assessment. 	1	3
5	Midterm exam	a1, b1, c1, d1	Midterm exam	1	3
6	Administration of Medications	a2, b2, c2, d2	<p>Administration of Medications:</p> <ul style="list-style-type: none"> • General Principles/ consideration <ul style="list-style-type: none"> Principles: 10 rights of Medication ▪ Administration; special consideration; Prescriptions; ▪ Routes of administration ▪ Storage and maintenance of drugs ▪ Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions, ▪ Errors in Medication administration ▪ Dosage Calculation, Terminologies and abbreviations used in prescriptions of medications ▪ Storage and maintenance of drugs and Nurses responsibility ▪ Oral Drugs Administration: Sub lingual and Buccal: ▪ Parenteral therapies: ID, SC, IM, IV ▪ Types of syringes, needles, canula, and infusion sets ▪ Recording and reporting of 	2	6

			medications administered		
7	Hygiene	a2, c2, d2	<p>Hygiene:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Factors Influencing Hygienic Practice ▪ Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose ▪ Bathing : types and purposes ▪ The nursing interventions that promote a client's personal hygiene. 	1	3
8	Mobility and immobility	a2, b2, c2, d2	<p>Mobility and immobility</p> <ul style="list-style-type: none"> ▪ Physiology of mobility and immobility. <ul style="list-style-type: none"> - Principles of Body Mechanics - Maintenance of normal body alignment - Nursing interventions for impaired body Alignment and Mobility: assessment, types ▪ Measures toward preventing problems of immobility. ▪ Positioning a client in bed ▪ Body mechanics ▪ Maintaining body alignment: positioning ▪ Guides to move and turn and to transfer a client. ▪ Maintaining body alignment 	2	6
9	Wounds care:	a2, c2, d2	<p>Wounds care:</p> <ul style="list-style-type: none"> ▪ Types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing ▪ Care of wound: types, equipments, procedure and special considerations ▪ Dressings, Suture Care, ▪ Care of Drainage ▪ Application of Bandages, Binders, Splints & Slings 	2	6

10	Final term exam	a2, b2, c2, d2	Final term exam	1	3
Number of Weeks /and Units per Semester				16	48

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	- Admission & discharge	c1	1	8
2	Asepsis - Hand washing & hand antisepsis - Donning sterile gloves & gown	c1	2	16
3	Measure VS - Temperature - Pulse - Respiration - BP	c1	2	16
4	- Head to toes examination	c1	1	8
5	- Midterm exam	c1	1	8
6	Hygiene - Oral hygiene: - Hair shampoo - Bed bath - Partial bath	c2	2	16
7	Medication Administration - ID Medication - SC Medication - IM Medication - Venipuncture - IV Canula	c2	3	24
8	Mobility - Maintaining body alignment: - Positioning - Moving - Lifting	c2	1	8
9	- Wound care	c2	1	8
10	Final exam	c2	1	8
			15	120

VI. Teaching strategies of the course

- Interactive lecture
- Seminar and Discussions
- Brain storming, role-play and simulation
- Small group for discussing
- Interactive lecture
- Case-Based Learning
- Clinical teaching & learning
- Laboratory work
- Practice session
- Problems solving

VII. Teaching Strategies of the Course:

- Assignments
- Quizzes
- Mid-term Exam
- Practical/lab examination
- Reports (Lab Reports.)
- Assessment of skills with checklist
- Final exam (lab)
- Final exam (Theory)

VIII. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Visits CSSD write observation report	8 th Week	5	a1, b1, c1, d1
2	Make a report on immobility complications	12 th Week	5	a2, b2, d2
Total			10	

IX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Assignments	Weeks 5-11	10	10%	a1, a2, b1, b2, c1, d1, d2
2	Quizzes 1	Week 6	5	5%	a1, b1
3	Mid-Term Theoretical Exam	Week 7	10	10%	a1, b1, d1

4	Mid-Term Practical Exam	Week 7	10	10%	c1, d1
5	Quizzes 2	Week 12	5	5%	a2, b2
6	Final Practical Exam	Week 15	20	20%	c2, d2
7	Final Theoretical Exam	Week 16	40	40%	a2, b2, c2, d2
Total			100	100%	

X. Learning Resources:

21- Required Textbook(s) (maximum two)

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

22- Essential References

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

23- Electronic Materials and Web Sites, etc.

1. LWW Medical Book Collection @OVID
2. EBSCO Academic Search Complete
3. www.half.com
4. www.elsevier.com

XI. Course Policies:

1

Class Attendance:

- At least 75 % of the course hours should be attended by the student.
- Student will not be allowed to attend the final exam if the absenteeism reached 25% of the course.

2

Tardy:

- Any student who is late for more than 15 minutes from starting the lecture with accepted apology will be allowed to attend the lecture for one time only.
- Any student who is late for the second time will not be allowed to attend the lecture and will be considered absent.

3	Exam Attendance/Punctuality: <ul style="list-style-type: none"> - Each student should attend the exam at the exact time - 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 - Student is allowed to leave the exam area only after passing the half of exam time
4	Assignments & Projects: <ul style="list-style-type: none"> - Assignments and projects will be assessed individually unless the teacher request for group work - Assignments and projects will be presented according to time schedules, - Assignments and projects will not be accepted after 2 weeks of the allocated time, if the cause of late is not accepted by the teacher
5	Cheating: <ul style="list-style-type: none"> - Cheating by any means will cause the student failure and he/she must re-study the course
6	Plagiarism: <ul style="list-style-type: none"> - Cheating is not accepted under any situation, and penalty will be used - Cheating in one course will cause the student to fail in two courses - Plagiarism by any means will cause the student failure in the course. - Other disciplinary procedures will be according to the college rules
7	Other policies: <ul style="list-style-type: none"> - Respect human dignity of the student, and his/her thoughts, & opinions - Any unaccepted behavior from the student, will be dealt accordingly


 الجامعة الوطنية
 NU

Faculty of Medical Science

Department of nursing

Bachelor of nursing

Course Plan (Syllabus) of nursing

Course No. (-----)

2021/2022



الجامعة الوطنية
NU

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:		Office Hours					
Location & Telephone No.:							
E-mail:		SAT	SUN	MON	TUE	WED	THU

Course Identification and General Information:

1	Course Title:	Fundamental of nursing 1				
2	Course Number & Code:					
3	Credit hours:					Total
		Th	Practical			
		3	4			7
4	Study level/ semester at which this course is offered:	1/1				
5	Prerequisites:					
6	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Nursing				
8	Language of teaching the course:	English				
9	Study System:	Semester Based System				
10	Location of teaching the course:	Full Time				
11	Prepared by:	Dr. Abdulhameed Althaifani				
12	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, health protection and asepsis, vital signs, and physical examination. In clinical training the course teaches medication administration, hygienic measures, mobility and immobility and wound care.

III. Outcomes of the Course

1. Explain the principles of admission and discharge, infection control, vital signs and health assessment
2. Demonstrate understanding of medication administration, mobility and immobility and procedures and techniques of wound care.

3. Recognize the difference between medical and surgical asepsis, normal and abnormal assessment data and vital signs through the process of critical thinking.
4. Differentiate between different methods of medications administration and mobility and immobility complications
5. Apply appropriate infection prevention practices during vital signs and health assessment
6. Implement special nursing measures in medication administration, hygiene, mobility and immobility and wound care
7. Interpret information gathered during taking vital signs and health assessment using information technology
8. Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues

IV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:

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

(B) Intellectual Skills

After participating in the course, students would be able to:

b1-	Recognize the difference between medical and surgical asepsis, normal and abnormal assessment data and vital signs through the process of critical thinking.
b2-	Differentiate between different methods of medications administration and mobility and immobility complications

(C) Professional and Practical Skills

After participating in the course, students would be able to:

c1-	Apply appropriate infection prevention practices during vital signs and health assessment
c2-	Implement special nursing measures in medication administration, hygiene, mobility and immobility and wound care

(D) General and Transferable Skills

After participating in the course, students would be able to:

d1-	Interpret information gathered during taking vital signs and health assessment using information technology
d2-	Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues

V. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Evolution of nursing and Hospital admission	Hospital admission and discharge <ul style="list-style-type: none"> ▪ Admission to the hospital ▪ Unit and its preparation ▪ Admission procedure ▪ Special considerations ▪ Medico-legal issues ▪ Roles & responsibilities ▪ Common response to admission ▪ Discharge from the hospital ▪ Types: Planned discharge, ▪ LAMA and abscond, Referrals and transfers ▪ Discharge Planning ▪ Discharge procedure ▪ Care of the unit after discharge 	2	6
2	Health protection and asepsis	Health protection and asepsis Infection control <ul style="list-style-type: none"> ▪ Nature of infection ▪ Chain of infection transmission ▪ Defenses against infection: natural and acquired hospital acquired infection (Nosocomial infection) ▪ Concept of asepsis ▪ Medical asepsis <ul style="list-style-type: none"> - Hand washing: simple, hand antiseptics - Personal protecting equipment (PPE): types, uses and technique of wearing and removing - Standard safety precautions (Universal precautions) ▪ Surgical asepsis <ul style="list-style-type: none"> - Definition - Principles of surgical asepsis - Method of sterilization ▪ Biomedical waste management: <ul style="list-style-type: none"> - Decontamination of hospital waste 	2	6
3	Vital signs and Health assessment	Vital signs <ul style="list-style-type: none"> ○ Guidelines for taking vital signs: <li style="padding-left: 20px;">Body temperature: ○ Physiology, Regulation, Factors affecting body temperature, ○ Assessment of body temperature: sites, equipments and technique, special considerations ○ Temperature alterations: hyperthermia, Hypothermia 	2	6

		<p>Pulse:</p> <ul style="list-style-type: none"> ✓ Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse ✓ Assessment of pulse: sites, location, equipments and technique, special considerations ✓ Alterations in pulse: <p>Respiration:</p> <ul style="list-style-type: none"> ✓ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration ✓ Assessment of respirations: technique, special considerations ✓ Alterations in respiration <p>Blood pressure:</p> <ul style="list-style-type: none"> ✓ Assessment of blood pressure: sites, equipments and technique, special considerations ✓ Alterations in blood pressure <p>Recording of vital signs</p>		
4	Health assessment	<p>Health assessment</p> <ul style="list-style-type: none"> ○ Purposes ○ Process of Health assessment <ul style="list-style-type: none"> ▪ Health history ▪ Physical examination: <ul style="list-style-type: none"> ▪ Methods- inspection, Palpation, Percussion, Auscultation, ▪ Preparation for examination: patient and unit. ▪ General assessment ▪ Assessment of each body system ▪ Recording of health assessment. 	1	3
5	Midterm exam	Midterm exam	1	3
6	Administration of Medications	<p>Administration of Medications:</p> <ul style="list-style-type: none"> • General Principles/ consideration Principles: 10 rights of Medication ▪ Administration; special consideration; Prescriptions; ▪ Routes of administration ▪ Storage and maintenance of drugs ▪ Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions, ▪ Errors in Medication administration ▪ Dosage Calculation, Terminologies and abbreviations used in prescriptions of medications 	2	6

		<ul style="list-style-type: none"> ▪ Storage and maintenance of drugs and Nurses responsibility ▪ Oral Drugs Administration: Sub lingual and Buccal: ▪ Parenteral therapies: ID, SC, IM, IV ▪ Types of syringes, needles, canula, and infusion sets ▪ Recording and reporting of medications administered 		
7	Hygiene	<p style="text-align: right;">Hygiene:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Factors Influencing Hygienic Practice ▪ Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose ▪ Bathing : types and purposes ▪ The nursing interventions that promote a client's personal hygiene. 	1	3
8	Mobility and immobility	<p style="text-align: right;">Mobility and immobility</p> <ul style="list-style-type: none"> ▪ Physiology of mobility and immobility. <ul style="list-style-type: none"> - Principles of Body Mechanics - Maintenance of normal body alignment - Nursing interventions for impaired body Alignment and Mobility: assessment, types ▪ Measures toward preventing problems of immobility. ▪ Positioning a client in bed ▪ Body mechanics ▪ Maintaining body alignment: positioning ▪ Guides to move and turn and to transfer a client. ▪ Maintaining body alignment 	2	6
9	Wounds care:	<p style="text-align: right;">Wounds care:</p> <ul style="list-style-type: none"> ▪ Types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing ▪ Care of wound: types, equipments, procedure and special considerations ▪ Dressings, Suture Care, ▪ Care of Drainage ▪ Application of Bandages, Binders, Splints & Slings 	2	6
10	Final term exam	Final term exam	1	3
Number of Weeks /and Units per Semester			16	48

VI. Teaching strategies of the course

b - Practical Aspect			
Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	- Admission & discharge	1	8
2	Asepsis - Hand washing & hand antisepsis - Donning sterile gloves & gown	2	16
3	Measure VS - Temperature - Pulse - Respiration - BP	2	16
4	- Head to toes examination	1	8
5	- Midterm exam	1	8
6	Hygiene - Oral hygiene: - Hair shampoo - Bed bath - Partial bath	2	16
7	Medication Administration - ID Medication - SC Medication - IM Medication - Venipuncture - IV Canula	3	24
8	Mobility - Maintaining body alignment: - Positioning - Moving - Lifting	1	8
9	- Wound care	1	8
10	Final exam	1	8
		15	120

- Interactive lecture
- Seminar and Discussions
- Brain storming, role-play and simulation
- Small group for discussing
- Interactive lecture
- Case-Based Learning
- Clinical teaching & learning
- Laboratory work
- Practice session
- Problems solving

VII. Assessment Methods of the Course:

- Assignments
- Quizzes
- Mid-term Exam
- Practical/lab examination
- Reports (Lab Reports.)
- Assessment of skills with checklist
- Final exam (lab)
- Final exam (Theory)



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VIII. Assignments:

No.	Assignments	Week due	Mark
1	Visits CSSD write observation report	8 th Week	5
	Make a report on immobility complications	12 th Week	5
Total			10

IX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part

No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Assignments	Weeks 5-11	10	10%
2	Quizzes 1	Week 6	5	5%
3	Mid-Term Theoretical Exam	Week 7	10	10%
4	Mid-Term Practical Exam	Week 7	10	10%
5	Quizzes 2	Week 12	5	5%
6	Final Practical Exam	Week 15	20	20%
7	Final Theoretical Exam	Week 16	40	40%
Total			100	100

X. Learning Resources:

1- Required Textbook(s) (maximum two)

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

2- Essential References

1. Brunner & Suddarth's (2018). Textbook of Medical-Surgical Nursing 14th Ed 2018. Philadelphia, Lippincott – Wilkins & Wilkins.
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4. Concept Based Clinical Nursing Skills (2020). Fundamental to Advanced 1st Ed

3- Electronic Materials and Web Sites, etc.

1. LWW Medical Book Collection @OVID
2. EBSCO Academic Search Complete
3. www.half.com
4. www.elsevier.com

XII. Course Policies:

- | | |
|----------|--|
| 1 | <p>Class Attendance:</p> <ul style="list-style-type: none"> - At least 75 % of the course hours should be attended by the student. - Student will not be allowed to attend the final exam if the absenteeism reached 25% of the course. |
| 2 | <p>Tardy:</p> <ul style="list-style-type: none"> - Any student who is late for more than 15 minutes from starting the lecture with accepted apology will be allowed to attend the lecture for one time only. |

	<ul style="list-style-type: none"> - Any student who is late for the second time will not be allowed to attend the lecture and will be considered absent.
3	Exam Attendance/Punctuality: <ul style="list-style-type: none"> - Each student should attend the exam at the exact time - 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 - Student is allowed to leave the exam area only after passing the half of exam time
4	Assignments & Projects: <ul style="list-style-type: none"> - Assignments and projects will be assessed individually unless the teacher request for group work - Assignments and projects will be presented according to time schedules, - Assignments and projects will not be accepted after 2 weeks of the allocated time, if the cause of late is not accepted by the teacher
5	Cheating: <ul style="list-style-type: none"> - Cheating by any means will cause the student failure and he/she must re-study the course
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7	Other policies: <ul style="list-style-type: none"> - Respect human dignity of the student, and his/her thoughts, & opinions - Any unaccepted behavior from the student, will be dealt accordingly

الجمهورية اليمنية
الجامعة الوطنية
كلية الآداب

قسم: اللغة العربية

اسم البرنامج: توصيف مقرر اللغة العربية 102

مواصفات المقرر الدراسي:- اللغة العربية 102

X. المعلومات العامة عن المقرر:					
27.	اسم المقرر:	اللغة العربية			
28.	رمز المقرر ورقمه:	102			
29.	الساعات المعتمدة:	محاضرة	سمنار	عملي	تدريب
		14			
30.	المستوى والفصل الدراسي:	المستوى الثاني الفصل الدراسي الأول			
	الإجمالي	14			

31.	المتطلبات السابقة لدراسة المقرر (إن وجدت):
32.	المتطلبات المصاحبة لدراسة المقرر (إن وجدت):
33.	البرنامج/ التي يتم فيها تدريس المقرر:
34.	لغة تدريس المقرر:
35.	نظام الدراسة:
36.	أسلوب الدراسة في البرنامج:
37.	مكان تدريس المقرر:
38.	اسم معد مواصفات المقرر:
39.	تاريخ اعتماد مجلس الجامعة:

XX. وصف المقرر:

يحتوي المقرر على: في وصف الحمى للمتنبئ، أقسام الأفعال، الفاعل، نائب الفاعل، علامات الترقيم، الخطابة، في التنبيه والتحذير، المقامة البغدادية، المفاعيل الخمسة، الهمزات، المقالة، في وصف الجبل، بقية الهمزات، التعبير الكتابي، المسرحية.

XX. مخرجات التعلم:

بعد تدريس هذا المقرر يتوقع أن يكون الطالب قادراً على أن:

أ- المعرفة والفهم

- أ-1- يعرف المفاهيم النحوية مع ضرب الأمثلة (الفعل، الفاعل، نائب الفاعل، المفعول به.....)
- أ-2- يذكر العلاقة بين الأجناس النثرية (الخطابة، المقامة، المقالة، المسرحية)
- أ-3- يعدد أنواع الهمزات مع ضرب الأمثلة (همزة الوصل، القطع، المتوسطة بأقسامها، المتطرفة)

ب- المهارات الذهنية

- ب-1- يميز بين عناصر النص القرآني المكتوب (فقرات، جمل، كلمات، أسماء، أفعال)
- ب-2- يفرق بين أنواع المفاعيل النحوية مع ضرب الأمثلة
- ب-3- يحلل النصوص الشعرية إلى صور بيانية وبلاغية

ج- المهارات المهنية والعملية

- ج-1- يصوغ أفكار أو عناوين جديدة في موضوعات شعرية ونثرية
- ج-2- يصوب أخطاء إملائية ولغوية في موضوعات ما
- ج-3- يحدد الأفكار الرئيسية والفرعية في موضوعات نثرية وشعرية
- ج-4- يلخص نصوصاً أدبية كتابة وفق قواعد اللغة العربية

د- المهارات العامة

- د-1- يطبق قواعد النحو والصرف في حياته العلمية والعملية
- د-2- يتواصل مع الآخرين بلغة واضحة وسليمة من الأخطاء اللغوية
- د-3- يكتب عرضاً تحليلياً لموضوع ما دون أخطاء
- د-4- يعبر تعبيراً شفوياً وكتابياً خال من الأخطاء

XX. موازنة مخرجات التعلم باستراتيجيات التدريس والتقويم

أولاً: موازنة مخرجات تعلم المقرر (المعارف والفهم) باستراتيجيات التدريس والتقويم:

مخرجات المقرر / المعرفة والفهم	استراتيجية التدريس	إستراتيجية التقويم
أ-1- يعرف المفاهيم النحوية مع ضرب الأمثلة (الفعل، الفاعل، نائب الفاعل، المفعول به	الإلقاء + العصف الذهني حوار + مناقشة	أنشطة الكتاب اختبار مصغر الملاحظة
أ-2- يذكر العلاقة بين الأجناس النثرية (الخطابة، المقامة، المقالة، المسرحية)	محاضرات حل تمارين الكتاب	الاسئلة والاستفسار + تعيينات والتغذية الراجعة
أ-3- يعدد أنواع الهمزات مع ضرب الأمثلة (همزة الوصل، القطع، المتوسطة بأقسامها، المتطرفة)	الشرح + التوضيح بالأمثلة	الاسئلة و الملاحظة

ثانياً: موازنة مخرجات تعلم المقرر (المهارات الذهنية) باستراتيجيات التدريس والتقويم:

مخرجات المقرر / المهارات الذهنية	إستراتيجية التدريس	إستراتيجية التقويم
ب-1- يميز بين عناصر النص القرآني المكتوب (فقرات، جمل، كلمات، أسماء، أفعال)	إثارة التفكير واستخدام إستراتيجية التحليل	الملاحظة + الأسئلة المثيرة للتفكير + أسلوب التحليل
ب-2- يفرق بين أنواع المفاعيل النحوية مع ضرب الأمثلة	إثارة الذكاء وحب الاستطلاع واستقصاء الحقائق	تشجيع عملية البحث عن المعرفة + تكليف بالأنشطة
ب-3- يحلل النصوص الشعرية إلى صور بيانية وبلاغية	التعلم بالاستكشاف	الملاحظة + الأسئلة السابرة
	الأسئلة الترابطية	التحليل + الملاحظة

ثالثاً: موازنة مخرجات تعلم المقرر (المهارات المهنية والعملية) باستراتيجيات التدريس والتقويم:

مخرجات المقرر / المهارات المهنية والعملية	إستراتيجية التدريس	استراتيجية التقويم
ج-1- يصوغ أفكار أو عناوين جديدة في موضوعات شعرية ونثرية	تنمية القدرة على تقييم الموضوعات باستخدام الحواس بشكل منظم	متابعة الممارسة في إنجاز الأعمال والأنشطة
ج-2- يصوب أخطاء إملائية ولغوية في موضوعات ما	استخدام إستراتيجية التمثيل العملي لمحتوى المادة	المتابعة والملاحظة
ج-3- يحدد الأفكار الرئيسية والفرعية في موضوعات نثرية وشعرية	الإلقاء + الأمثلة	الملاحظة + المتابعة
ج-4- يلخص نصوصاً أدبية كتابة وفق قواعد	الحوار + التمثيل الأني	الاستفسار + الأسئلة

رابعاً: موازنة مخرجات تعلم المقرر (المهارات العامة) بإستراتيجية التدريس والتقييم:

مخرجات المقرر	إستراتيجية التدريس	إستراتيجية التقييم
د-1- يطبق قواعد النحو والصرف في حياته العلمية والعملية	محاضرات + الإلقاء + الأمثلة	المتابعة + الملاحظة
د-2- يتواصل مع الآخرين بلغة واضحة سليمة من الأخطاء اللغوية	استخدام الأسلوب التعبيري عن النفس	قياس الدافعية + التعبير عن الرأي + ممارسة الأنشطة
د-3- يكتب عرضاً تحليلياً لموضوع ما دون أخطاء		
د-4- يعبر تعبيراً شفوياً وكتابياً خال من الأخطاء		

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

كتابة وحدات /مواضيع محتوى المقرر

أولاً: الجانب النظري

الرقم	وحدات/ موضوعات المقرر	المواضيع التفصيلية	الساعات الفعلية	عدد الأسابيع	مخرجات تعلم المقرر
1	الوحدة الأولى نص شعري	في وصف الحمى للمتنبي	2	3	ب-3، أ-1، د-1 د-3، ج-4
	الجملة الفعلية	- أقسام الفعل - الفاعل - نائب الفاعل	2		
2		علامات الترقيم-	2		
3	الوحدة الثانية		2	8	

أ2-أ1، 1-د، 1-د-أ، 3-د-4، ج-4، ج-3 ب-2، ب-1			الخطابة -في التنبيه والتحذير لأبي جعفر المنصور	المفاعيل الخمسة	
		2	المقامة البغدادية		
		8	المفعول به المفعول المطلق المفعول لأجله المفعول فيه المفعول معه		
		4	همزة الوصل همزة القطع المقالة مقالة المجد للكواكبي		
د-2، -د-3 د-4، ج-2 ج-3، ج-1 أ-3، ب-3	3	2	في وصف الجبل ومناداته الحال	الوحدة الثالثة	
		2	الهمزة المتوسطة الهمزة المنطرفة		
		2	بعض أنواع التعبير الكتابي فن المسرحية		
	14	28	إجمالي الأسابيع والساعات		

ثانياً: الجانب العملي:

تكتب تجارب (مواضيع) العملي

مخرجات التعلم	الساعات الفعلية	عدد الأسابيع	التجارب العملية	الرقم
				19.
				20.
				21.
				22.
				23.
				24.
				25.

				26.
				27.
			إجمالي الأسابيع والساعات	

XXV. إستراتيجية التدريس:				
نظام المحاضرات				
الإلقاء				
الحوار والمناقشة				
العصف الذهني				
حل تمارين وأنشطة الكتاب				

XXVI. التقييمات والتكليفات:				
الرقم	التكليف/النشاط	مخرجات التعلم	الأسبوع	الدرجة
1	نبذة عن حياة الشاعر المتنبي	التدرب على البحث في المراجع	الأول	10
2	تطبيقات علامات الترقيم	يوظف علامات الترقيم في الكتابة	الثالث	
3	محاولة كتابة مقال	يوظف ما تعلمه	الثامن	
4	تطبيقات - همزة الوصل وهمزة القطع	يفرق بين همزتي الوصل والقطع	العاشر	

XXVII. تقويم التعلم:					
الرقم	أنشطة التقويم	الأسبوع	الدرجة	نسبة الدرجة إلى درجة التقويم النهائي	المخرجات التي يحققها
1	الواجبات	14-1	10		يطبق المتعلم ما تعلمه
2	اختبار أول	3	10		ينفذ اختبار أولي حول الربع الأول من الفصل
3	اختبار منتصف الفصل	7	10		يحل مجموعة من الأسئلة متعلقة بدروس متعددة
4	اختبار ثالث	11	10		يختبر الربع الأخير من الفصل الدراسي
5	الاختبار النهائي	15	60		ينفذ اختبار شامل لكل وحدات المقرر
6					

XXIX. مصادر التعلم:

(اسم المؤلف، سنة النشر، اسم الكتاب، دار النشر، بلد النشر).

المراجع الرئيسية: (لا تزيد عن مرجعين)

3. التعبير الوظيفي محمد ربيع دار الفكر للنشر عمان ط 1991
- 2-- البيان والتبيين للجاحظ ج 2

المراجع المساعدة

- 1-شرح قطر الندى وبل الصدى أبو محمد عبد الله جمال الدين بن هشام الأنصاري المكتبة العصرية بيروت 1992م
- 2-العصر الإسلامي - شوقي ضيف - القاهرة 1963م

مواد إلكترونية وإنترنت: (إن وجدت)

-1

-2

معلومات عن مدرس المقرر:

الساعات المكتبية (3 /أسبوعيا)						مصطفى محمد فاضل الطيب	الاسم
الخميس	الأربعاء	الثلاثاء	الاثنين	الأحد	السبت	تعز - مديرية صالة 777881769	المكان ورقم الهاتف
	1		1		1	Altayeb2007@yahoo.com	البريد الإلكتروني

XX. الضوابط والسياسات المتبعة في المقرر.

بعد الرجوع للوائح الجامعة يتم كتابة السياسة العامة للمقرر فيما يتعلق بالآتي:

15.	سياسة حضور الفعاليات التعليمية:تحدد سياسة الحضور ومتى يعتمد الغياب وكيفيته ونسبته، ومتى يعد الطالب محروماً من المقرر
16.	الحضور المتأخر: يتم تحديد السياسة المتبعة في حالات تكرار تأخر الطالب عن حضور الفعاليات التعليمية
17.	ضوابط الامتحان:تحديد السياسات المتبعة في حالات الغياب عن الامتحان و توصيف السياسة المتبعة في حالات تأخر الطالب عن الامتحان.
18.	التعيينات والمشاريع:تحديد السياسات المتبعة في حالات تأخير تسليم التكاليف والمشاريع ومتى يجب أن تسلم إلى الأستاذ.
19.	الغش:تحدد هنا السياسات المتبعة في حالات الغش إما في الامتحانات أو في التكاليف بأي طريقة من طرائق الغش.
20.	الانتحال:يحدد تعريف الانتحال وحالاته والإجراءات المتبعة في حالة حدوثه.
21.	سياسات أخرى: أي سياسات أخرى مثل استخدام الموبايل أو مواعيد تسليم التكاليف..... الخ



الجامعة الوطنية

NU

s Republic Of Yemen

University: The National University

Faculty: Arts

Department: All Departments

Program title:

Course Specification

LIV. Course Identification and General Information:						
1	Course Title:	English Language 102				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		2	-	-	-	2
4	Study level/ semester at which this course is offered:	Level One – Second Semester				
5	Pre –requisite (if any):	English Language 101				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:					
8	Language of teaching the course:	English				
9	Location of teaching the course:	The National University				
10	Prepared by:	Dr. Mohammed Al-fasly				
11	Date of approval:					

LV. Course description:

English Language 102 Course aims at reinforcing the four English language skills and the grammatical structures that have been taken in the pre-requisite course. This course provides students with the opportunity to develop their language through a range of texts and topics taken from different sources including newspapers, magazines and literature, etc. In this course, the students supposed to practice English effectively and more widely, and to write different types of sentences, simple paragraphs, letters and other basic writings. In the pre-requisite course, the students have already received instruction in the grammatical rudiments, yet this course also provides a comprehensive set of grammar and

LVI. Intended learning outcomes (ILOs) of the course:**(A) Knowledge and Understanding:**

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A2.		a1.	Recognize the essence of the English language uses in various situations.
		a2.	Express different purposes in a systematic usage of grammar.
		a3	Identify the different styles of writings in English.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Lectures - Directed conversation - Self-learning - Discussions - Class Presentations - Board explanation - Audio listening - Data show activity 	<ul style="list-style-type: none"> - Oral discussion - Home assignment - Quizzes - Reports - Mid-term Exam - Final Written Exam
a1.	Recognize the essence of the English language uses in various situations.		
a2.	Express different purposes in a systematic usage of grammar.		
	Identify the different styles of writings in English.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual skills**

Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students would be able to:	After participating in the course, students would be able to:

B2.		b1.	Distinguish reading a variety of texts to demonstrate comprehension and interpretation of those texts.
		b2-	Analyze the rudimentary forms and structures of spoken and written contexts.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Lectures - Seminars - Dialogues and discussions - Self-learning - Data show activity - Class exercises 	<ul style="list-style-type: none"> - Home Assignments - Oral discussion - Quizzes - Mid-term Exam - Final Written Exam
B3-	Distinguish reading a variety of texts to demonstrate comprehension and interpretation of those texts.		
	Analyze the rudimentary forms and structures of spoken and written contexts.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C3-		c1-	Formulate different spoken expressions in different situations.
		c2-	Operate skillfully in carrying out the basics of various writings.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Lectures - Brainstorming - Directed reading - Cooperative learning - Board explanation - Audio listening - Data show activity 	<ul style="list-style-type: none"> - Oral Presentation - Quizzes - Midterm exam - Final Written Exam
c1-	Formulate different spoken expressions in different situations.		
c2-	Operate skillfully in carrying out the basics of various writings.		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D2-		d1-	Negotiate a variety of purposes and audiences using English language.
D3-		d2-	Estimate the importance of using modern technology in developing and improving English language.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.			
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:			
d1-	Negotiate a variety of purposes and audiences using English language.	<ul style="list-style-type: none"> - Small group working - Discussions - Supervised study method - Audio listening - Self-learning - Data show activity - Class exercises 	<ul style="list-style-type: none"> - Home assignment - Quizzes - Observation - Written Exams
d2-	Estimate the importance of using modern technology in developing and improving English language.		

LVII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
29.	Unite One: It's a wonderful world!	a2, a3, b1, b2, c1, c2,	<ul style="list-style-type: none"> ▪ Grammar: <ul style="list-style-type: none"> Auxiliary verbs (do, be, have, etc) Naming the tenses (present, past, present perfect) Questions and negatives Short answers (e.g. yes, I did) ▪ Reading: (wonder of the modern world) ▪ Speaking: (information on UN Goodwill, important discussion) ▪ Listening: (my wonders – three generations) ▪ Writing: (correcting mistakes, informal letter) 	2	4

30.	Unit Two: Get Happy!	a1, a2, a3, b1, b2,	<ul style="list-style-type: none"> ▪ Grammar: (Present Simple, Present continuous, Present passive) ▪ Reading: (the clown doctor) ▪ Speaking: (what makes people happy?) ▪ Listening: (sports – three people talk about their free time activities) ▪ Writing: (letters and emails) 	2	4
31.	Unit Three: Telling tales	a1, a2, b1,, c2, d1, d2	<ul style="list-style-type: none"> ▪ Grammar: (past simple tense, past continuous, past perfect, past passive) ▪ Reading: (the painter and the writer' the lives of Pablo Picasso and Ernest Hemingway) ▪ Speaking: (An amazing thing happened!) ▪ Listening: (Books and films – people talk about their favourite books) ▪ Writing: (a narrative 1) 	1	2
32.	Unit Four: Doing the right thing	a1, a2, a3, b1, b2,, d2	<ul style="list-style-type: none"> ▪ Grammar: (modal verbs = obligation and permission) ▪ Reading: (a world guide to good manners') ▪ Speaking: (talking about rules and regulations) ▪ Listening: (come around to my place! Entertaining friends in three different countries. 0 ▪ Writing: (for and against 	1	2
33.	Unit Five: On the move	a2, a3, b1, c1, c2, d1,	<ul style="list-style-type: none"> ▪ Grammar: (future forms, present continuous) ▪ Reading: (my kind of holiday – a travel agent talks about her holidays) ▪ Speaking: (arranging to meet) ▪ Listening: (a weather forecast) ▪ Writing: (making a reservation 	1	2
34.	Unit Six: I just love it!	a1, a2, a3, b1, b2, c2, d2	<ul style="list-style-type: none"> ▪ Grammar: (question with like, verb patterns) Reading: (global pizza) ▪ Speaking: (talking about popular food and popular places) ▪ Listening: (New York and London) ▪ Writing: (a description) 	1	2
35.	Unit Seven: The world of work	a2, a3, b1, b2, c1, c2,	<ul style="list-style-type: none"> ▪ Grammar: (present perfect, present perfect passive) ▪ Reading: (dream jobs') ▪ Speaking: (what's in the news today?) ▪ Listening: (the busy life of a retired man) ▪ Writing: (a letter of application) 	1	2
36.	Unit Eight: Just imagine!	a1, b2, c1, c2, d2	<ul style="list-style-type: none"> ▪ Grammar: (conditionals, time clauses) ▪ Reading: (who wants to be a millionaire?) ▪ Speaking: (what do with 5 million dollars?) ▪ Listening: (who wants to be a millionaire?) ▪ Writing: (a narrative 2 	1	2
37.	Unit Nine: Relationships	a2, a3, b1, b2, c1, d1, d2	<ul style="list-style-type: none"> ▪ Grammar: (modal verbs 2 ▪ Reading: (family matters) ▪ Speaking: (who's who in the family?) ▪ Listening: (brothers and sisters ▪ Writing: (a description 2 	1	2

38.	Unit Ten: Obsessions	a1, a2, b1, b2, c1, c2,	<ul style="list-style-type: none"> ▪ Grammar: (present perfect simple vs continuous, questions and answers, time expressions) ▪ Reading: (famous for not being famous) ▪ Speaking: (exchanging information about major life events. ▪ Listening: (collectors – two people talk about their unusual collections) ▪ Writing: (writing a biography) 	1	2
39.	Unit: Eleven: Tell me about it!	a1, a3, b1, b2, c1, d1,	<ul style="list-style-type: none"> ▪ Indirect questions, questions tags) ▪ Reading: (how well do you know your world/ ▪ Speaking: (finding out about Madonna) ▪ Listening: (the forgetful generation) ▪ Writing: (words that join idea 	1	2
40.	Unit Twelve: Life's great events!	a3, b1, , c1, c2, d1, d2	<ul style="list-style-type: none"> ▪ Grammar: (reported speech) ▪ Reading: (Funeral Blues' – a poem by WH Auden) ▪ Speaking: (customs connected with births, wedding, and funerals.) ▪ Listening: (noisy neighbors – two people making statements to the police.) ▪ Writing: (correcting mistakes) 	1	2
Number of Weeks /and Units Per Semester				14	28

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
Number of Weeks /and Units Per Semester			12	28

Teaching strategies of the course:

- ✓ Lectures
- ✓ Audio listening
- ✓ Board explanation
- ✓ Brainstorming
- ✓ Class exercises
- ✓ Class Presentations
- ✓ Cooperative learning
- ✓ Data show activity
- ✓ Dialogues and discussions
- ✓ Directed conversation
- ✓ Directed reading
- ✓ Discussions
- ✓ Self-learning
- ✓ Seminars
- ✓ Small group working
- ✓ Supervised study method

Assessment Methods:

- ✓ Home Assignments
- ✓ Observation
- ✓ Oral discussion
- ✓ Oral Presentation
- ✓ Quizzes
- ✓ Reports
- ✓ Written Exams
- ✓ Mid-term Exam
- ✓ Final Written Exam

Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Assignments and Quizzes	Selected weeks	20	20%	a1, a2, a3, b1, b2, c1, c2, d1, d2
3	Mid-semester exam	8th	20	20%	a1, a3, b1, b2, c2, d2

4	Final Exam	16 th	60	60%	a1, a3, b1, b2, c1, c2,
	Total		100	100%	

LVIII. Students' Support:	
Office Hours/week	Other Procedures (if any)
2 hours	Library and E-Resources

LIX. Learning Resources:	
24- Required Textbook(s) (maximum two)	
	Soars. L. & J. (2003). <i>New headway. Intermediate Student's Book</i> (The new ed.). Oxford: Oxford University Press.
25- Recommended Readings and Reference Materials	
26- Essential References	
	<p>Soars, L. and Soars, J. (2011) <i>New Headway: Elementary English Course</i>. Oxford : Oxford University Press.</p> <p>Molinsky, S. J., Bliss, B and Hill, R. E. (2001) <i>Side by side</i>. N.Y.: Pearson Longman.</p> <p>Soars, L. and Soars, J. (2002) <i>New headway - Beginner</i>. Oxford : Oxford University Press.</p>
27- Electronic Materials and Web Sites etc.	
	<p>https://www.newsinlevels.com/</p> <p>http://www.englishisapieceofcake.com/</p> <p>https://www.rong-chang.com/eslread/index.htm</p> <p>http://www.studentguide.org/the-50-best-esl-resources-for-kids/</p> <p>https://www.usingenglish.com/handouts/</p> <p>http://sites.csn.edu/IL/interactive/GUIDETOESLCOURSES.pdf</p> <p>http://esl.net/textbooks.html</p>
28- Other Learning Material.	

LX. Facilities Required:	
1 - Accommodation:	<ul style="list-style-type: none"> - Lecture halls - Visual aids - White keyboards - Colour markers - Speakers - PowerPoint Presentations - Note-taking materials - Self-monitoring devices
2 - Computing resources:	<ul style="list-style-type: none"> - Computer lab - R resources

LXI. Course Improvement Processes:	
26- Strategies for obtaining student feedback on effectiveness of teaching.	
	<ul style="list-style-type: none"> - Questionnaires - Oral Feedback
27- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> - Reviewing - Self-notes - Students feedback
28- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> - Peer feedback - Peer discussion - Notes reviewing
29- Processes for verifying standards of students' achievement	
	<ul style="list-style-type: none"> - Exams evaluations - Seminars - External eye visits
30- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	<ul style="list-style-type: none"> - Seminars <p style="text-align: right;">Feedback from graduated students</p>
6- Course development plans.	
	<ul style="list-style-type: none"> - Updating the course - Using the internet sources - Consulting other professionals - Revising the program plan

X. Course Policies:	
Unless otherwise stated, the normal course administration policies and rules of the Faculty of Computer science apply. For the policy, see: table blue	
1	Class Attendance: <ul style="list-style-type: none"> ▪ Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved by the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.

	<ul style="list-style-type: none"> ▪ In accordance with the university rules, if the percentage of student's absence exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.
2	<p>Tardy:</p> <p>Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable cause, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> ▪ It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination. ▪ A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the half examination duration. ▪ A student who comes late shall not be admitted to the examination hall, only within the first 30 minutes of the examination. After this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. <ul style="list-style-type: none"> ▪ When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absence must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absence.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> ▪ Assignments and practical reports must be submitted for assessment on or before the due date. ▪ The submission date extension will not be granted only by the consent of the faculty member concerned. ▪ In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise, 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.
5	<p>Cheating:</p> <ul style="list-style-type: none"> ▪ If a student is found cheating in examination (midterm or final or quizzes) (copying from unauthorized materials and another students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses. ▪ If a student is found engaging in any unauthorized communications (oral, sign, call, etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of assignments or practical reports without clear and adequate acknowledgement of the source. ▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken assignments or practical reports of work submitted for assessment. ▪ All types of plagiarism are unacceptable and are considered dishonest practices. If a student is found plagiarism, the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.
7	<p>Other policies:</p> <p>Students must switch off their mobile phones, laptops, electronic devices etc. before entering lecture room</p>

or lab. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.

University: **The National University**

Faculty of: **Arts**

Department: **All Departments**

Title of the Program:

Course Plan (Syllabus) of English Language 102

XI. - Information about Faculty Member Responsible for the Course:

Name of Faculty Member	Dr. Mohammed Al-fasly	Office Hours					
Location & Telephone No.	Sana'a - 777648494	SAT	SUN	MON	TUE	WED	THU
E-mail	Alfasli1976@gmail.com	2	-	-	-	-	-

XII. Course Identification and General Information:

12-	Course Title:	English Language 102				
13-	Course Number & Code:					
14-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		2	-	-	-	2
15-	Study level / y;ear at which this course is offered:	Level One – Second Semester				
16-	Pre –requisite (if any):	English Language 101				
17-	Co –requisite (if any):	None				
18-	Program (s) in which the course is offered					
19-	Language of teaching the course:	English				
20-	System of Study:	Regular				

21-	Mode of delivery:	Lecture
22-	Location of teaching the course:	The National University

XIII. Course Description:

English Language 102 Course aims at reinforcing the four English language skills and the grammatical structures that have been taken in the pre-requisite course. This course provides students with the opportunity to develop their language through a range of texts and topics taken from different sources including newspapers, magazines and literature, etc. In this course, the students supposed to practice English effectively and more widely, and to write different types of sentences, simple paragraphs, letters and other basic writings. In the pre-requisite course, the students have already received instruction in the grammatical rudiments, yet this course also provides a comprehensive set of grammar and usage.

- XIV. Intended learning outcomes (ILOs) of the course:**
- Brief summary of the knowledge or skill the course is intended to develop:
 1. Recognize the essence of the English language uses in various situations.
 2. Express different purposes in a systematic usage of grammar.
 3. Identify the different styles of writings in English.
 4. Distinguish reading proficiently a variety of texts to demonstrate comprehension and interpretation of those texts.
 5. Analyze the rudimentary forms and structures of spoken and written contexts.
 6. Formulate different spoken expressions in different situations.
 7. Operate skillfully in carrying out the basics of various writings.
 8. Negotiate a variety of purposes and audiences using English language.
 9. Estimate the importance of using modern technology in developing and improving English language.

XV.	XVI. Course Content:			
•	• Distribution of Semester Weekly Plan of Course Topics/Items and Activities.			
	A – Theoretical Aspect:			
Order	Topics List	Sub-topic List	Week Due	Contact Hours

1.	Unit One: It's a wonderful world!	<ul style="list-style-type: none"> ▪ Grammar: <ul style="list-style-type: none"> Auxiliary verbs (do, be, have, etc) Naming the tenses (present, past, present perfect) Questions and negatives Short answers (e.g. yes, I did) ▪ Reading: (wonder of the modern world) ▪ Speaking: (information on UN Goodwill, important discussion) ▪ Listening: (my wonders – three generations) ▪ Writing: (correcting mistakes, informal letter) 	1 st & 2 nd	4
2.	Unit Two: Get Happy!	<ul style="list-style-type: none"> ▪ Grammar: (Present Simple, Present continuous, Present passive) ▪ Reading: (the clown doctor) ▪ Speaking: (what makes people happy?) ▪ Listening: (sports – three people talk about their free time activities) ▪ Writing: (letters and emails) 	3 rd & 4 th	4
3.	Unit Three: Telling tales	<ul style="list-style-type: none"> ▪ Grammar: (past simple tense, past continuous, past perfect, past passive) ▪ Reading: (the painter and the writer' the lives of Pablo Picasso and Ernest Hemingway) ▪ Speaking: (An amazing thing happened!) ▪ Listening: (Books and films – people talk about their favourite books) ▪ Writing: (a narrative 1) 	5 th	2
4.	Unit Four: Doing the right thing	<ul style="list-style-type: none"> ▪ Grammar: (modal verbs = obligation and permission) ▪ Reading: (a world guide to good manners') ▪ Speaking: (talking about rules and regulations) ▪ Listening: (come around to my place! Entertaining friends in three different countries. 0 ▪ Writing: (for and against 	6 th	2
5.	Unit Five: On the move	<ul style="list-style-type: none"> ▪ Grammar: (future forms, present continuous) ▪ Reading: (my kind of holiday – a travel agent talks about her holidays) ▪ Speaking: (arranging to meet) ▪ Listening: (a weather forecast) ▪ Writing: (making a reservation 	7 th	2
6.	Unit Six: I just love it!	<ul style="list-style-type: none"> ▪ Grammar: (question with like, verb patterns) Reading: (global pizza) ▪ Speaking: (talking about popular food and popular places) ▪ Listening: (New York and London) ▪ Writing: (a description) 	9 th	2
7.	Unit Seven: The world of work	<ul style="list-style-type: none"> ▪ Grammar: (present perfect, present perfect passive) ▪ Reading: (dream jobs') ▪ Speaking: (what's in the news today?) ▪ Listening: (the busy life of a retired man) 	10 th	2

		<ul style="list-style-type: none"> ▪ Writing: (a letter of application) 		
8.	Unit Eight: Just imagine!	<ul style="list-style-type: none"> ▪ Grammar: (conditionals, time clauses) ▪ Reading: (who wants to be a millionaire?) ▪ Speaking: (what do with 5 million dollars?) ▪ Listening: (who wants to be a millionaire?) ▪ Writing: (a narrative 2 	11 th	2
9.	Unit Nine: Relationships	<ul style="list-style-type: none"> ▪ Grammar: (modal verbs 2 ▪ Reading: (family matters) ▪ Speaking: (who's who in the family?) ▪ Listening: (brothers and sisters ▪ Writing: (a description 2 	12 th	2
10.	Unit Ten: Obsessions	<ul style="list-style-type: none"> ▪ Grammar: (present perfect simple vs continuous, questions and answers, time expressions) ▪ Reading: (famous for not being famous) ▪ Speaking: (exchanging information about major life events. ▪ Listening: (collectors – two people talk about their unusual collections) ▪ Writing: (writing a biography) 	13 th	2
11.	Unit: Eleven: Tell me about it!	<ul style="list-style-type: none"> ▪ Indirect questions, questions tags) ▪ Reading: (how well do you know your world/ ▪ Speaking: (finding out about Madonna) ▪ Listening: (the forgetful generation) ▪ Writing: (words that join idea 	14 th	2
12.	Unit Twelve: Life's great events!	<ul style="list-style-type: none"> ▪ Grammar: (reported speech) ▪ Reading: (Funeral Blues' – a poem by WH Auden) ▪ Speaking: (customs connected with births, wedding, and funerals.) ▪ Listening: (noisy neighbors – two people making statements to the police.) ▪ Writing: (correcting mistakes) 	15 th	2
Number of Weeks /and Units Per Semester			14	28

B– Practical Aspect: (if any)			
Order	Topics List	Week Due	Contact Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			

10			
11			
15			
Number of Weeks /and Units Per Semester			

XVII. Teaching strategies of the course:

- ✓ Lectures
- ✓ Audio listening
- ✓ Board explanation
- ✓ Brainstorming
- ✓ Class exercises
- ✓ Class Presentations
- ✓ Cooperative learning
- ✓ Data show activity
- ✓ Dialogues and discussions
- ✓ Directed conversation
- ✓ Directed reading
- ✓ Discussions
- ✓ Self-learning
- ✓ Seminars
- ✓ Small group working
- ✓ Supervised study method



XVIII. Assessment Methods:

- ✓ Home Assignments
- ✓ Observation
- ✓ Oral discussion
- ✓ Oral Presentation
- ✓ Quizzes
- ✓ Reports
- ✓ Written Exams
- ✓ Mid-term Exam
- ✓ Final Written Exam



XIX. Schedule of Assessment Tasks for Students During the Semester:

Assessment	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
5.	Assignments and Quizzes	Selected weeks	20	20%
6.	Mid-semester exam	8 th	20	20%
7.	Research Paper and presentation	-	-	-
8.	Final Exam	16 th	60	60%
Total			100	100%

XX. Learning Resources:

- Written in the following order: (Author – Year of publication – Title – Edition – Place of publication – Publisher).

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

Soars. L. & J. (2003). *New headway. Intermediate Student's Book* (The new ed.). Oxford: Oxford University Press.

2- Essential References.

Soars, Liz and John Soars. *New Headway: Elementary English Course*. Oxford : Oxford University Press. 2011. Print.

Molinsky, Steven J, Bill Bliss and Richard E Hill. *Side by side*. N.Y.: Pearson Longman, 2001. Print.

Soars, Liz and John Soars. *New headway - Beginner*. Oxford : Oxford University Press, Print..2002

3- Electronic Materials and Web Sites etc.

XXI. Course Policies:

Unless otherwise stated, the normal course administration policies and rules of the Faculty of Computer science apply. For the policy, see: table blue

1 Class Attendance:

- Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved by the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.
- In accordance with the university rules, if the percentage of student's absence exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.

2 Tardy:

	Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable cause, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> ▪ It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination. ▪ A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the half examination duration. ▪ A student who comes late shall not be admitted to the examination hall, only within the first 30 minutes of the examination. After this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. ▪ When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absence must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absence.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> ▪ Assignments and practical reports must be submitted for assessment on or before the due date. ▪ The submission date extension will not be granted only by the consent of the faculty member concerned. ▪ In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise, 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.
5	<p>Cheating:</p> <ul style="list-style-type: none"> ▪ If a student is found cheating in examination (midterm or final or quizzes) (copying from unauthorized materials and another students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses. ▪ If a student is found engaging in any unauthorized communications (oral, sign, call, etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.
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	cheating as already mentioned in the sub-section (5) of the course policies.
7	Other policies: Students must switch off their mobile phones, laptops, electronic devices etc. before entering lecture room or lab. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.



الجامعة الوطنية
NU



The National University
Faculty of Medical Sciences
Department of Pharmacy
Program title: BS.c
pharmacy

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
مجلس الاعتماد الأكاديمي وضمان جودة التعليم العالي

Course Specification of Anatomy and Histology

LXII. Course Identification and General Information:						
1	Course Title	Anatomy and Histology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			3
4	Study level/ semester at which this course is offered:	1 st level / 2 nd semester				
5	Pre –requisite (if any):	General Biology				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	Bachelor degree of Pharmacy				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The department theaters				
10	Prepared by:	Assoc/Prof: Fuad Mohammed Sh. Farea				
11	Date of approval:					

LXIII. Course description:

This course will examine the cellular and tissue level of human anatomy and physiology. The course will focus on both the common features of cells and the individual specializations that reflect their unique functions within the body. Tissues will be examined as groups of cells with common histological roles important in the maintenance of homeostasis that is essential to human health. The course also covers the principles of normal structure of different organs and various systems of the human body, in addition to the functional significance of different histological parts within the system and organ.

LXIV. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

1. Recognize the normal histological structure of various systems and organs.
2. Identify the general principles of the anatomy and structural components of the main tissues of human body system.
3. Describe both cerebrum and cerebellum with its connections.

4. Correlate between histological structure and function of different organs and systems
 5. Define the part of the body from which the section is taken.
 6. Diagnose slides different from those seen during the course for the same organs and systems previously studied.
 7. Enumerate various types of special stains of different organs.
 8. Describe ultra-structure of different cells studied in various organs.
 9. Differentiate between different organs seen in the same slide.
 10. Label diagrams of different levels of in the spinal cord and brain stem.
 11. Apply information studied in the course in diagnosis and drawing of different microscopic projector slides
1. Use various technology sources as scientific journals, internet and text books to gain information
 2. Present the medical information in written, oral and electronic forms.
 3. Work independently and as part of a team
 4. Manage time effectively.

LXV. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Understand the general principles of the histology, anatomy and structural components of the human body.	a1-	Recognize the normal histological structure of various systems and organs.
A2-	Provide a core body of scientific knowledge concerning the normal structure of the human body at the level of organ and organ system with the study of the normal growth and development relevant to anatomical and histological topics.	a2-	Identify the general principles of the anatomy and structural components The main tissues and human body system
		a3-	Describe both cerebrum and cerebellum with its connections.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
a1-	Recognize the normal histological structure of various systems and organs.	Lectures, discussions and seminars	Quiz ,Participation in the lecture Short tests
a2-	Identify the general principles of the anatomy and structural components of the main tissues of human body system		

a3-	Describe both cerebrum and cerebellum with its connections.		
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(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual skills**

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Explore the subject knowledge and understanding to solve familiar and unfamiliar problems related to anatomical facts with the manifestation of body system.	b1-	Correlate between histological structure and function of different organs and systems
B2-	Demonstrate knowledge of the structure and function of the body and its major organ systems and of the molecular and cellular mechanisms.	b2-	Define the part of the body from which the section is taken.
		b3-	Diagnose slides different from those seen during the course for the same organs and systems previously studied.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills. After participating in the course, students would be able to:		Teaching strategies/methods to be used.	Methods of assessment
b1-	Correlate between histological structure and function of different organs and systems	Lectures, tutorials, seminars, poster presentations	Participation in the lecture, Short tests
b2-	Define the part of the body from which the section is taken.		
b3-	Diagnose slides different from those seen during the course for the same organs and systems previously studied.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Professional and Practical Skills**

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Handle the histological glass slides and examine them using the maximum microscopic facilities.	c1-	Enumerate various types of special stains of different organs.
C2-	Determine the laboratory equipment and procedures, required to obtain accurate and	c2-	Describe ultra-structure of different cells studied in various organs.

	precise experimental results.	c3-	Differentiate between different organs seen in the same slide.
		c4-	Label diagrams of different levels of in the spinal cord and brain stem.
		c5-	Apply information studied in the course in diagnosis and drawing of different microscopic and projector slides

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
c1-	Enumerate various types of special stains of different organs.	Lectures, tutorials, seminars, poster presentations and practical sessions	Participation in the lecture Short tests Practical exam
c2-	Describe ultra-structure of different cells studied in various organs.		
c3-	Differentiate between different organs seen in the same slide.		
c4-	Label diagrams of different levels of in the spinal cord and brain stem.		
c5-	Apply information studied in the course in diagnosis and drawing of different microscopic and projector slides		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills After completing this program, students would be able to:		Course Intended Learning Outcomes (CILOs) in General / Transferable skills After participating in the course, students would be able to:	
D1-	Appreciate the importance of life long learning and show a strong commitment to it.	d1-	Use various technology sources as scientific journals, internet and text books to gain information
D2-	Demonstrate critical thinking and decision making abilities.	d2-	Present the medical information in written, oral and electronic forms.
D3-	Work independently and as part of a team	d3-	Work independently and as part of a team
		d4-	Manage time effectively.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills After participating in the course, students would be able to:		Teaching strategies/methods to be used.	Methods of assessment
d1-	Use various technology sources as scientific journals, internet and text books to gain information	<ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials ▪ Problem solving (case study) sessions 	<ul style="list-style-type: none"> - Homework-assignment (Library and /or Internet) - Classroom
d2-	Present the medical information in written, oral and electronic forms.		

d3-	Work independently and as part of a team	Practical classes	Participation and Activity -Practical Examinations
d4-	Manage time effectively.		

LXVI. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

No.	Units / Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	Contact Hours
1	Introduction, Cytology & Histology	a1,a2, b1-3, d1-4	Terminology of Cytology and Histology. Cell: Structure of Cell, Function its components.	1	2
2	Tissues	a2, b1, b3, d1-4	Elementary Tissues of the Body: -Epithelial Tissue. -Connective Tissue. -Muscular Tissue. -Nervous Tissue	2	4
3	Skeletal System	a1,a2, b1-3, d1-4	-Structure and Classification of Bone. -Bone of Upper and Lower Limb. -Joints.	1	2
4	Respiratory System	a1,a2 b1-3, d1-4	-Structure of the Respiratory System. -The Lung and Bronchioles.	1	2
5	Digestive System	a1,a2, b1-3, d1-4	Structure and Function of the: - Oral Cavity, Esophagus and Stomach. -Small and Large Intestine. -Accessory Glands of the Digestive Tract.	2	4
6	Midterm Exam	a1-3, b1-3,		1	2
7	Cardio-Vascular System	a1,a2, b1-3, d1-4	Structure and Function of the Heart, Blood Vessels and Capillaries.	1	2
8	Central Nervous System	a1,a2,a3 b1-3, d1-4	-Structure and Classification. -structure of Spinal Cord. -Cranial & Spinal Nerves. -Autonomic Nervous System: -Sympathetic & Parasympathetic.	2	4
9	Urinary and Reproductive System	a1,a2, b1-3,d1-4	Structure and Function of: -Kidney, Ureter and Urinary Bladder. -Male Testis, Penis & Accessory Glands. -Female Uterus, Vagina, Ovary & Breast	2	4
10	Endocrine System	a1,a2, b1-3, d1-4	Anatomy & Histology of the:-Pituitary Gland -Thyroid Gland, Adrenal Glands, Pancreas and Gonads	1	2
11	Senses Organs	a1,a2, b1-3,	Anatomy & Histology of the Eye, Ear, Nose and Skin	1	2
12	Final Exam	a1-3		1	2

Number of Weeks /and Units Per Semester	61	32
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B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Learning Outcomes	Number of Weeks	Contact Hours
1	General Histology : Epithelial Tissues Connective tissues Muscular tissues Cartilage and Bone Nervous tissues Lymphatic system	c1-c5 d1-4	7	14
7	Midterm exam	c1-c5	1	2
8	-Laboratory safety measures & Specimen collection and transport - Systemic Anatomy: Skeleton, Respiratory, Digestive, Nervous & Endocrine system	c2-4, d1-4	7	14
14	Final exam	c1-5	1	2
Number of Weeks /and Units Per Semester			16	32

XVII. Teaching strategies of the course:

Based E-Learning, Guided - Practical sessions , Problem Lectures, Tutorials, Seminars, Poster Presentation
Independent Learning.

XVIII. Assignments:

No.	Assignments	Aligned CILOs (symbols)	Week Due	Mark
				Homework Assignments Reports

VIII. Schedule of Assessment Tasks for Students during the Semester:

No.	Assessment Method	Aligned Course Learning Outcomes	Week Due	Mark	Proportion of Final Assessment
1.	Attendance, Quiz, Classroom Participation and	a1-3, d1-4	All Weeks	5	30%
2.	Report	b1-3	Sporadic through the semester	5	
3.	Homework-assignments	a1-3, b1-4			
4.	Mid-term Exam (Theoretical)	a1-3, b1-4	8 th	20	40%
5.	Final Exam (Theoretical)	a1-3, b1-4	16 th	40	
6.	Attendance and Practical Reports	c1-5	All Weeks	15	30%

7.	Final Exam (Practical)	c1-5	16 th	15	
Total				100	100%

IX. Students' Support:

Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

X. Learning Resources:

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

- 1- Ross & Wilson, 2006, Anatomy & Physiology in health & Illness. 10th Edition. Anne Waugh, Elsevier, Churchill Livingstone ,
- 2- Bloom & Fawcett. Concise Histology. 1st edition. A Hodder Arnold Publication

Additional References.

1. Tortora & Grabowaski, 2007, Principles of Anatomy & Physiology. 11th Edition, J Wiley & Sons.
2. Lectures Notes and Practical Manual.

Electronic Materials and Web Sites etc.

- 1- <http://www.med-edonline.org/-1>
- 2- <http://www.med.uc.edu/embryology/>
- 3- <http://www.med.upenn.edu/meded/public/berp/>

XI. Facilities Required:

1 - Accommodation:	- Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
3 - Computing resources:	- Computer laboratory with internet facilities.

XII. Course Improvement Processes:

31- Strategies for obtaining student feedback on effectiveness of teaching

- Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.
- Meeting with students and faculty (once per semester).

32- Other strategies for evaluation of teaching by the instructor or by the department.

- Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.
- Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).

33- Processes for improvement of teaching.

- Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.
- Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.

34- Processes for verifying standards of students' achievement

	<ul style="list-style-type: none"> ▪ Checking of a sample of students' work by an independent faculty member. ▪ Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution. ▪ Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). ▪ Regular follow-up of laboratory logbooks to assess the practical achievement of students.
35- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	<ul style="list-style-type: none"> ▪ Student rating and feedback ▪ Peer rating and feedback ▪ Regular meeting of the Curriculum Committee of the faculty.
6- Course development plans	
	<ul style="list-style-type: none"> ▪ Conducting regular workshops for the staff for improving their course specification skills. ▪ Regular revision of course specification and syllabus items.

XIII. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	<p>Class Attendance:</p> <p>- Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.</p> <p>-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.</p>
2	<p>Tardy:</p> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <p>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</p> <p>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</p> <p>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</p> <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p>

4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> - Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course. -The submission date extension will not be granted only by the consent of the faculty member concerned. <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>
5	<p>Cheating:</p> <ul style="list-style-type: none"> -If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses. <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source. ▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment. <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p>
7	<p>Other policies:</p> <ul style="list-style-type: none"> ▪ - Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. <p>Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.</p>

Faculty of Medical Sciences

Department of Dentistry

Bachelor of Dental Surgery

Course Specification of Psychology Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen, 2017.

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Prepared by:

Dr. Abdulhafedh Saif Alkhamery

Reviewed by:

Dr. Mokhtar Abdul
Hafize Al-ghorafi

Quality Assurance

Dean:

LXIX. Course Identification and General Information:						
1	Course Title:	Psychology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		<i>1</i>				<i>1</i>
4	Study level/ semester at which this course is offered:	3 rd Level / 2 nd Semester				
5	Prerequisites:	None				
6	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Dental Surgery				
8	Language of teaching the course:	English				
9	Study System:	Semester based System				
10	Location of teaching the course:	Faculty of Medical Science Department of Dentistry				
11	Prepared by:	Dr. Abdulhafedh Saif Alkhamery				
12	Date of Approval	2020-2021				

LXX. Course Description:

This course is designed to provide the student with the necessary basics knowledge in definitions of behavioral sciences, characteristics of behavior, its approaches, its branches, motives for behavior, emotions, cognitive processes, perception, learning, remembering, psychological development, social development, emotional growth, personality, beliefs values, and attitudes. At the end of the course, the candidate will be able to deal with essence of psychology, the cognitive, and the affective aspects of human behavior.

LXXI. Outcomes of the Course

- 1) Recognize the essence of psychology; its importance, fields and research methods
- 2) Clarify subjects related to integrated aspects of human behavior such as cognitive and learning styles.
- 3) Differentiate between self-concept, self-awareness and self-understanding
- 4) Analyze formal and informal relationships.
- 5) Develop appropriate professional attitudes, communication and problem solving techniques
- 6) Deal with students having different psychological disorders

LXXII. Intended learning outcomes (ILOs) of the course			
(A) Knowledge and Understanding:			
Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.			
PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1.	Describe the scientific basis of dentistry and the relevant biomedical and behavioral sciences which form the basis for understanding human growth, development and health.	a1-	Understand the important and applications of behavioral science in the medical and health fields.
A1.	Describe the scientific basis of dentistry and the relevant biomedical and behavioral sciences which form the basis for understanding human growth, development and health.	a2-	Describe the component of cognitive, affective and psychomotor aspects of human behavior and integration among them
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:			
CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		-Lectures - Discussion	-Quizzes -Midterm Exam -Final Written Exam
a1-	Understand the important and applications of behavioral science in the medical and health fields.		
a2-	Describe the component of cognitive, affective and psychomotor aspects of human behavior and integration among them		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Incorporate theoretical basic biomedical, behavioral and dental sciences with the clinical signs and symptoms for appropriate understanding of disease and its management.	b1-	Differentiate between self-behavioral Sciences, and other behavior.
B1	Incorporate theoretical basic biomedical, behavioral and dental sciences with the clinical signs and symptoms for appropriate understanding of disease and its management.	b2-	Analyze formal and uniformal relationships.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Differentiate between self-behavioral Sciences, and other behavior.	-Lectures - Discussion	-Quizzes -Midterm Exam -Final Written Exam
b2-	Analyze formal and uniformal relationships.		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1.	Obtain and record a comprehensive history, perform an appropriate physical examination, and carry out different investigations to reach a correct diagnosis and treatment.	c1-	Deal with students having different Psychological disorders.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Group learning	student self-assessment
c1	Deal with students having different psychological disorders.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D3.	Demonstrate leadership and teamwork skills with colleagues and other oral health team for effective delivery of oral health care.	d1-	Work effectively as part of a team to collect data and/or produce reports and Presentations.
D1.	Commit to continuous education, self-development and lifelong learning to remain updated with advances in dental practice.	d2-	Develop the decision-making and problem solving abilities.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Discussion - Self Learning - Presentation - Seminars 	<ul style="list-style-type: none"> Research Homework Group work
d1-	Work effectively as part of a team to collect data and/or produce reports and presentations		
d2-	Develop the decision making and problem solving abilities		

III. Course Content:					
1 – Course Topics/Items:					
a – Theoretical Aspect					
Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction	a1, a2,b2	<ul style="list-style-type: none"> – An introduction to the behavioural sciences – Acquaintance 	1	1
2	The importance of studying behavioral science in the medical and health fields	a1,a2, b1	<ul style="list-style-type: none"> – Definitions of the behavioural sciences – The importance of behavioural sciences in the medical fields – Science goals – The goal of distant psychology – Characteristics of the humanitarian response – Conditions for establishing knowledge – Ethical considerations in handling behaviour 	1	1
3	The Scientific Method	a1, a2,b1, b2,d1	<ul style="list-style-type: none"> – Introspection Method – Experimental method – The semi-experimental method – Descriptive method 	1	1
4	Branches of Psychology and Behavioral Sciences	a1,b2	<ul style="list-style-type: none"> – The most important theoretical branches – The most important practical branches 	1	1
5	Motives for human behavior	a1, a2,b1, b2,d1	<ul style="list-style-type: none"> – Motives – Needs – Motivation classification – First: the internal physiological motives – Second, the social physiological 	1	1

			<ul style="list-style-type: none"> motives - Third: individual psychological motives - Fourth: Psychosocial motives 		
6	Emotions	a1, a2,b1, b2	<ul style="list-style-type: none"> - The meaning of emotions - How to appreciate and distinguish emotions - Aspects of emotions - Duration of emotions 	1	
7	Cognitive Processes	a1, a2,b1, b2,d1	<ul style="list-style-type: none"> - Sense - Sensory organs - Attention - Factors affecting attention distribution - Perception - The most important laws of perception 	1	1
8	Mid-Term Theoretical Exam	a1, a2,b1, b2		1	1
9	Learning	a1, a2,b1, b2,d2	<ul style="list-style-type: none"> - Learning levels - Methods of quality education - Foundations of good study 	1	1
10	Memory	a1, a2,b1	<ul style="list-style-type: none"> - Definition of remembrance - Types of memory - Stages of memory work - Forgetting - Factors of forgetting 	1	1
11	Psychological development	a1,b2,	<ul style="list-style-type: none"> - Aspects of human growth and advancement - Principles and laws of growth - Factors affecting growth and advancement - Childhood - Adolescence 	1	1

12	<i>Personality</i>	a1,b2, d1	<ul style="list-style-type: none"> - Definitions - Theories of personality - personality dimensions - Psychological and personal phenomenon - How to benefit from these facts 	1	1
13	Psychosocial aspects in behavioral phenomena	a1, a2,b1, b2,d2	<ul style="list-style-type: none"> - Beliefs - Values - Attitudes - Changing directions according to the characteristics of the individual - Changing directions according to it's characteristics - Negative and positive attitudes 	1	1
14	Applications of behavioral sciences in the fields of medicine and health sciences	a1, a2,b1, b2,d1	<ul style="list-style-type: none"> - Applications of behavioural sciences in human medicine - Applications of behavioural sciences in dentistry - Applications of behavioural sciences in clinical pharmacy 	2	2
15	Final Theoretical Exam	a1, a2,b1, b2		1	1
Number of Weeks /and Units per Semester				16	16

VI. Teaching strategies of the course

- Lectures
- Discussion
- Self Learning
- Presentation
- Seminars
- Group learning

XIII. Teaching Strategies of the Course:

- Quizzes
- Midterm Exam
- Final Written Exam
- Student Self-assessment
- Research
- Homework
- Group work

XIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	- Assignment 1: Search about applications of behavioral sciences in medicine	3 rd week	10	a1 ,b1,d1,d2
Total			10	

XV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Assignments	3 rd week	10	10%	a1 ,b1,d1,d2
2	Quizzes 1 & 2	4 th and 6 th week	10	10%	a1 ,a2,b1,b2
3	Mid-Term Theoretical Exam	8 th week	20	20%	a1 ,a2,b1,b2

4	Final Theoretical Exam	16 th week	60	60%	a1 ,a2,b1,b2,d1
5					
Total			100	100%	

XVI. Learning Resources:

29- Required Textbook(s) (maximum two)

- 3- Alkamery, AbdulhafedhSaif, 2020: Behavioral Sciences. Emirates International University, Sanaa.
4- Nolen-Hoeksema, Susan, et al. Introduction to psychology. Cengage Learning, 2014..

30- Essential References

1. Coon, Dennis, John O. Mitterer, and Tanya S. Martini. *Introduction to psychology: Gateways to mind and behavior*. Cengage Learning, 2021.
1- 2. COON, Dennis; MITTERER, John O.; MARTINI, Tanya S. *Introduction to psychology: Gateways to mind and behavior*. Cengage Learning, 2021.

31- Electronic Materials and Web Sites, etc.

<https://www.psychologicalscience.org/index.php/news>

14- <https://umdearborn.edu/casl/undergraduate-programs/areas-study/behavioral-sciences>

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

Faculty of Medical Science

Department of Dentistry

Bachelor of Dental Surgery

Course Plan (Syllabus) of Psychology Course No. (-----)

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:		Office Hours					
Location & Telephone No.:							
E-mail:		SAT	SUN	MON	TUE	WED	THU

2021/2022

XI. Course Identification and General Information:						
1	Course Title:	Psychology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		1				1
4	Study level/ semester at which this course is offered:	3 rd Level / 2 nd Semester				
5	Prerequisites:	None				
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Dental Surgery				
8	Language of teaching the course:	English				
9	Study System:	Semester based System				
10	Location of teaching the course:	Faculty of Medical Science Department of Dentistry				
11	Prepared by:	Dr. AbdulhafedhSaifAlkhamery				
12	Date of Approval	2020-2021				

XII. Course Description:
<p>This course is designed to provide the student with the necessary basics knowledge in definitions of behavioral sciences, characteristics of behavior, its approaches, and its branches, motives for behavior, emotions, cognitive processes, perception, learning, remembering, psychological development, social development, emotional growth, personality, beliefs values, and attitudes. At the end of the course, the candidate will be able to deal with essence of psychology, the cognitive, and the affective aspects of human behavior.</p>

XIII. Outcomes of the Course
<ol style="list-style-type: none"> 1) Recognize the essence of psychology; it's importance, fields and research methods 2) Clarify subjects related to integrated aspects of human behavior such as cognitive and learning styles. 3) Differentiate between self-concept, self-awareness and self-understanding 4) Analyze formal and uniformal relationships. 5) Develop appropriate professional attitudes, communication and problem solving techniques 6) Deal with students having different psychological disorders

XIV. Intended learning outcomes (ILOs) of the course
(A) Knowledge and Understanding:
After participating in the course, students would be able to:

a1-	Understand the important and applications of behavioral science in the medical and health fields.
a2-	Describe the component of cognitive, affective and psychomotor aspects of human behavior and integration among them

(B) Intellectual Skills

After participating in the course, students would be able to:

b1-	Differentiate between self-behavioral Sciences, and other behavior.
b2-	Analyze formal and uniformal relationships.

(C) Professional and Practical Skills

After participating in the course, students would be able to:

c1-	Deal with students having different psychological disorders
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(D) General and Transferable Skills

After participating in the course, students would be able to:

d1-	Work effectively as part of a team to collect data and/or produce reports and Presentations
d2-	Develop the decision making and problem solving abilities

XV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Introduction	<ul style="list-style-type: none"> – An introduction to the behavioural sciences – Acquaintance 	1	1
2	The importance of studying behavioral science in the medical and health fields	<ul style="list-style-type: none"> – Definitions of the behavioural sciences – The importance of behavioural sciences in the medical fields – Science goals – The goal of distant psychology – Characteristics of the humanitarian response 	1	1

		<ul style="list-style-type: none"> - Conditions for establishing knowledge - Ethical considerations in handling behaviour 		
3	The Scientific Method	<ul style="list-style-type: none"> - Introspection Method - Experimental method - The semi-experimental method - Descriptive method - 	1	1
4	Branches of Psychology and Behavioral Sciences	<ul style="list-style-type: none"> - The most important theoretical branches - The most important practical branches 	1	1
5	Motives for human behavior	<ul style="list-style-type: none"> - Motives - Needs - Motivation classification - First: the internal physiological motives - Second, the social physiological motives - Third: individual psychological motives - Fourth: Psychosocial motives 	1	1
6	Emotions	<p style="text-align: center;">The meaning of emotions</p> <ul style="list-style-type: none"> - How to appreciate and distinguish emotions - Aspects of emotions - Duration of emotions 	1	
7	Cognitive Processes	<ul style="list-style-type: none"> - Sense - Sensory organs - Attention - Factors affecting attention distribution - Perception - The most important laws of perception 	1	1
8	Mid-Term Theoretical Exam	-	1	1
9	Learning	<ul style="list-style-type: none"> - Learning levels - Methods of quality education - Foundations of good study 	1	1

10	Memory	<ul style="list-style-type: none"> - Definition of remembrance - Types of memory - Stages of memory work - Forgetting - Factors of forgetting 	1	1
11	Psychological development	<ul style="list-style-type: none"> - Aspects of human growth and advancement - Principles and laws of growth - Factors affecting growth and advancement - Childhood - Adolescence 	1	1
12	Personality	<p style="text-align: right;">Definitions</p> <ul style="list-style-type: none"> - Theories of personality - personality dimensions - Psychological and personal phenomenon - How to benefit from these facts 	1	1
13	Psychosocial aspects in behavioral phenomena	<ul style="list-style-type: none"> - Beliefs - Values - Attitudes - Changing directions according to the characteristics of the individual - Changing directions according to it's characteristics - Negative and positive attitudes 	1	1
14	Applications of behavioral sciences in the fields of medicine and health sciences	<ul style="list-style-type: none"> - Applications of behavioural sciences in human medicine - Applications of behavioural sciences in dentistry - Applications of behavioural sciences in clinical pharmacy 	2	2
15	Final Theoretical Exam	Final Theoretical Exam	1	1
Number of Weeks /and Units per Semester			16	16

XVI. Teaching strategies of the course

- Lectures
- Discussion
- Self-Learning
- Presentation
- Seminars
- Group learning

XVII. Assessment Methods of the Course:

- Quizzes
- Midterm Exam
- Final Written Exam
- Student Self-assessment
- Research
- Homework
- Group work

XVIII. Assignments:

No.	Assignments	Week due	Mark
1	Assignment 1: Search about applications of behavioural sciences in medicine	3rd week	10
Total			10

XIX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part				
No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Assignments	3rd week	10	10%
2	Quizzes 1 & 2	4th and 6 th week	10	10%
3	Mid-Term Theoretical Exam	8th week	20	20%
4	Final Theoretical Exam	16th week	60	60%
Total			100	100%

XX. Learning Resources:

4- Required Textbook(s) (maximum two)

- 1- Alkamery, Abdulhafedh Saif, 2020: Behavioral Sciences. Emirates International University, Sanaa.
- 2- 2. Nolen-Hoeksema, Susan, et al. Introduction to psychology. Cengage Learning, 2014.

3- Essential References

- 1- 1. Coon, Dennis, John O. Mitterer, and Tanya S. Martini. *Introduction to psychology: Gateways to mind and behavior*. Cengage Learning, 2021.
- 2- 2. COON, Dennis; MITTERER, John O.; MARTINI, Tanya S. *Introduction to psychology: Gateways to mind and behavior*. Cengage Learning, 2021..

4- Electronic Materials and Web Sites, etc.

- 1- <https://www.psychologicalscience.org/index.php/news>

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



The National University
Faculty of Medical Sciences
Department of Pharmacy
Program title: BS.c pharmacy

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
مجلس الاعتماد الأكاديمي وضمان جودة التعليم
العالي

Course Specification of Human Physiology-I

XIV. Course Identification and General Information:						
1	Course Title	Human Physiology-I				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2		3	
4	Study level/ semester at which this course is offered:	2 nd level /1 st semester				
5	Pre –requisite (if any):	Human anatomy				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	Bachelor degree of Pharmacy				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The department theaters				
10	Prepared by:					
11	Date of approval:					

XXV. Course description:

The broad goal of the teaching of undergraduate students in Physiology aims at providing the student comprehensive knowledge of, cell structure, function, transport on cell membrane, homeostasis, and function of body system. The topics include: structure and functions of cells and cellular organelles; cell division; cellular respiration; DNA structure and function; The Blood-composition and functions of blood, RBC, Haemopoiesis, blood groups, mechanism of Clotting, Cardiovascular system, Respiratory 'WBC, Platelets

system and Urinary system,. This course has both a lecture and laboratory component.

XXVI. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

5. Recognize the basic information on the field of physiology.
6. Explain the normal functioning of all the organ systems and mechanism of their working
7. Describe working of various systems in human body organs
8. Link physiological principles with pharmacology
9. Correlate the functions of body organs with each other.
10. Relate the physiological behavior of body organ with the mechanism of some drugs.
11. Link information obtained by the student in the field of physiology with pharmacy
12. Operate different equipment used in the lab
13. Practice the necessary laboratory skills in the field of the physiology
14. Interpret many of the phenomena within the body in accordance with the resulted tests.
15. Analyze with critical thinking the results obtained during work
16. Use various technology sources as scientific journals, internet and text books to gain information
17. Present the medical information in written, oral and electronic forms.
18. Work independently and as part of a team
19. Manage time effectively.

XVII. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Recognize the normal functions of various systems in human body organs	a1-	Recognize the basic information on the field of physiology.
A2-	Demonstrate global developments at the level of issues related to the knowledge of physiology.	a2-	Explain the normal functioning of all the organ systems and mechanism of their working
		a3-	Describe working of various systems in Human Body and Organs

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
a1-	Recognize the basic information on the field of physiology.	Lectures, discussions and problem solving	Quiz ,Participation in the lecture, Short tests, attendance, homework and reports
a2-	Explain the normal functioning of all the organ systems and mechanism of their working		
a3-	Describe working of various systems in Human Body and Organs		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual skills**

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Correlate the physiological behavior of body organs to the mechanism of some drugs.	b1-	Link physiological principles with pharmacology
B2-	Acquire a strong foundation to apply these principles in advanced pharmacology area	b2-	Correlate the functions of body organs with each other.
B3-	Integrate physiological data & mechanisms with the ongoing basic sciences: anatomy , histology & biochemistry and clinical applications.	b3-	Relate the physiological behavior of body organ with the mechanism of some drugs.
		b4-	Link information obtained by the student in the field of physiology with pharmacy

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills. After participating in the course, students would be able to:		Teaching strategies/methods to be used.	Methods of assessment
b1-	Link physiological principles with pharmacology	Lectures, discussions and problem solving	Quiz ,Participation in the lecture, Short tests, attendance, homework and reports
b2-	Correlate the functions of body organs with each other.		
b3-	Relate the physiological behavior of body organ with the mechanism of some drugs.		
b4-	Link information obtained by the student in the field of physiology with pharmacy		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Professional and Practical Skills**

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Apply rules and guidelines related to safety precautions in the laboratory.	c1-	Operate different equipment used in the lab
C2-	Perform a range of technical skills in laboratories including the simulation centre and clinical skills laboratory demonstrating proficiencies in core technical skills, appropriate to human physiology, in a safe, accurate and precise manner.	c2-	Practice the necessary laboratory skills in the field of the physiology
		c3-	Interpret many of the phenomena within the body in accordance with the resulted tests.
		c4-	Analyze with critical thinking the results obtained during work.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:			
c1-	Operate different equipment used in the lab	Lectures, tutorials, poster presentations and practical sessions	Participation in the lecture Short tests Practical exam
c2-	Practice the necessary laboratory skills in the field of the physiology		
c3-	Interpret many of the phenomena within the body in accordance with the resulted tests.		
c4-	Analyze with critical thinking the results obtained during work		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **General and Transferable skills**

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Use computer and technology efficiently to collect, analyze and interpret information to gain knowledge.	d1-	Use various technology sources as scientific journals, internet and text books to gain information
D2-	Demonstrate critical thinking and decision making abilities.	d2-	Present the medical information in written, oral and electronic forms.
D3-	Work independently and as part of a team	d3-	Work independently and as part of a team
		d4-	Manage time effectively.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills After participating in the course, students would be able to:		Teaching strategies/methods to be used.	Methods of assessment
d1-	Use various technology sources as scientific journals, internet and text books to gain information	Lectures, discussions and problem solving	Quiz ,Participation in the lecture, Short tests, attendance, homework and reports
d2-	Present the medical information in written, oral and electronic forms.		
d3-	Work independently and as part of a team		
d4-	Manage time effectively.		

XVIII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

No.	Units / Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	Contact Hours
1	Cell Physiology	a1-3, b1-4, d1-4	Structure and functions of cell, diversity of cell, cell membrane, transport across cell membrane. Types of fluid, isotonic, hypertonic and hypotonic solution •Cell organelles, ribosome, mitochondria, lysosome, peroxisome and cell nucleus.	2	4
2	Cardiovascular System	a1-3, b1-4, d1-4	Overview of the Cardiovascular System Functional anatomy of the heart, cardiac muscle, chambers of the heart, valves, big vessels, conductive system , layers of cardiac wall Cardiac cycle, atrial events, ventricular events, heart sound, electrical recording of cardiac activity. Cardiac output, heart rate, pulse, stroke volume, venous return Blood vessels, blood pressure, peripheral resistance, viscosity, volume, blood pressure regulation.	2	4
3	Blood	a1-3, b1-4, d1-4	Composition of blood (RBC, WBC and Platelets), Functions and Genesis of the formed elements, Fate of •Red Blood cells, Jaundice Reaction of Blood, Blood groups, Rh factors, ESR Blood volume, Functions of Spleen, Blood coagulation, Hemophilia. Anaemias classification.	2	4
4	Respiratory System	a1-3, b1-	Physiological Anatomy of Respiratory Tract	2	4

		4, d1-4	Mechanics of Respiration, Exchange of Respiratory Gases, Transport of Respiratory Gases Regulation of Respiration, regulation of acid base balance Pulmonary Function Tests, Disturbances of Respiration, effect of High Altitude and Exercise on Respiration		
	Midterm Exam	a1-3		1	2
5	Musculoskeletal System	a1-3, b1-4, d1-4	Structure of Muscle, Motor unit and Types of contraction Protein organization (actin/myosin): Cellular mechanism of contraction, sliding filament theory, Muscle fatigue and tetanus Bones and Skeletal Tissues, Classification of Bones, Function of Bones. Types and movement of joint, bone diseases	1	2
6	Special Senses:	a1-3, b1-4, d1-4	Receptors. Somatic sensation, Pain, analgesic system, pain gate theory. Smell, Taste, Hearing and Vestibular function. Vision, structure of eye, mechanism of vision, function of tear, intraocular pressure. Disturbance of sensation, visual disturbance, glaucoma and cataract	2	4
7	Urinary System	a1-3, b1-4, d1-4	Functions of kidneys. Nephrons - cortical & Juxtamedullary apparatus - juxtamedullary functions. Mechanism of urine formation : ultra filtration, GFR - Factors affecting, selective reabsorption- sodium, urea, water, glucose.	2	4
8	Muscle Nerve Physiology	a1-3, b1-4, d1-4	Classification of muscle, structure of skeletal muscle, sarcomere contractile proteins Neuromuscular junction. Transmission across neuromuscular junction. Excitationcontraction coupling. Mechanism of muscle contraction	1	2
9	Final Exam	a1-3		1	2
Number of Weeks /and Units Per Semester				61	32

B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Learning Outcomes	Number of Weeks	Contact Hours
1	Measurement of hemoglobin by different methods	c1-4, d1-4	1	2
2	Counting the red blood cells	c1-4, d1-4	1	2
3	Counting the white blood cells	c1-4, d1-4	1	2
4	Determination of blood groups.	c1-4, d1-4	1	2
5	Determination of packed cell Volume.	c1-4, d1-4	1	2
6	Measurement Erythrocyte sedimentation rate (ESR).	c1-4, d1-4	1	2
7	Midterm exam	c1-4	1	2
8	Calculation of blood indices.	c1-4, d1-4	1	2
9	Determination of clotting time, bleeding time.	c1-4, d1-4	1	2
10	Blood pressure recording.	c1-4, d1-4	1	2
11	Auscultation for heart sounds.	c1-4, d1-4	2	4
12	Artificial respiration.	c1-4, d1-4	2	4
13	Final review	c1-4, d1-4	1	2
14	Final exam	c1-4	1	2
Number of Weeks /and Units Per Semester			16	32

XXIX. Teaching strategies of the course:

Lectures, tutorials, poster presentations, Problem solving and practical sessions

XXX. Assignments:				
No.	Assignments	Aligned CILOs (symbols)	Week Due	Mark
	Homework Assignments			Reports

XIV. Schedule of Assessment Tasks for Students during the Semester:					
No.	Assessment Method	Aligned Course Learning Outcomes	Week Due	Mark	Proportion of Final Assessment
8.	Attendance, Classroom Participation and report	a1-3, b1-4, d1-4	All Weeks	10	30%
9.	Quiz	a2, a3, b3-4	Sporadic through the semester	5	
10.	Homework-assignments	a1, a3, b1, b2			
11.	Mid-term Exam (Theoretical)	a1-3, b1-4	9 th	15	40%
12.	Final Exam (Theoretical)	a1-3, b1-4	16 th	40	
13.	Attendance and Practical Reports	c1-4	All Weeks	15	30%
14.	Final Exam (Practical)	a1-3, b1-4	16 th	15	
Total				100	100%

XV. Students' Support:	
Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

XVI. Learning Resources:	
1- Required Textbook (s) (maximum two).	
3- Guyton & Hall, 2010, Textbook of Medical Physiology, 12 th Edition. Harcourt Singapore .	
4- Ross & Wilson, 2006, Anatomy & Physiology in health & Illness. 10 th Edition. Anne Waugh, Elsevier, Churchill Livingstone ,	
2- Essential References.	
1. B. R. Mackenna & R. Callander, 2008, Illustrated Physiology. 9 th Edition. NY Churchill, Livingstone.	
2. Tortora & Grabowaski, 2007, Principles of Anatomy & Physiology. 11 th Edition, J Wiley & Sons.	
3. Lectures Notes and Practical Manual.	
3- Electronic Materials and Web Sites etc.	
www.rahsi.org-1	
www.mhhe.com/seeley6-2	
http://www.getbodysmart.com -3	
4- http://www.researchgate.net/journal/8750-7587_Journal_of_Applied_Physiology	

XVII. Facilities Required:

1 - Accommodation:	- Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
4 - Computing resources:	- Computer laboratory with internet facilities.

VIII. Course Improvement Processes:

36- Strategies for obtaining student feedback on effectiveness of teaching

- Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.
- Meeting with students and faculty (once per semester).

37- Other strategies for evaluation of teaching by the instructor or by the department.

- Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.
- Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).

38- Processes for improvement of teaching.

- Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.
- Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.

39- Processes for verifying standards of students' achievement

- Checking of a sample of students' work by an independent faculty member.
- Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.
- Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).
- Regular follow-up of laboratory logbooks to assess the practical achievement of students.

40- Procedures for periodically reviewing of course effectiveness and planning for improvement

- Student rating and feedback
- Peer rating and feedback
- Regular meeting of the Curriculum Committee of the faculty.

6- Course development plans

- Conducting regular workshops for the staff for improving their course specification skills.
- Regular revision of course specification and syllabus items.

XIX. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	Class Attendance: - Attendance in all lectures and practical classes are required, except in very emergency circumstances.
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	<p>such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.</p> <p>-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.</p>
2	<p>Tardy:</p> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <p>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</p> <p>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</p> <p>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</p> <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p>
4	<p>Assignments & Projects:</p> <p>- Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course.</p> <p>-The submission date extension will not be granted only by the consent of the faculty member concerned.</p> <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>
5	<p>Cheating:</p> <p>-If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source. ▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment.

	<p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p>
7	<p>Other policies:</p> <ul style="list-style-type: none">- Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. <p>Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.</p>



الجامعة الوطنية
NU

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of Fundamental of Nursing2 Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Dr.Abdulhameed Althaifani

Reviewed by:

Dr. nada ahmed

Quality Assurance

Dr.abdulfattah

Dean:

prof. ali alkaf

XXI. Course Identification and General Information:						
1	Course Title:	Fundamental of Nursing 2				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		3	4			3
4	Study level/ semester at which this course is offered:	1/2				
5	Prerequisites:					
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Nursing				
8	Language of teaching the course:	English				
9	Study System:	Semester Based System				
10	Location of teaching the course:	Full Time				
11	Prepared by:	Dr. Abdulhameed Althaihani				
12	Date of Approval					

XXXII. Course Description:
The course concerns on the development of student's skills and practices needed in hospital setting, such as the nursing process, urinary elimination, bowel elimination, oxygenation, nutritional needs, diagnostic testing, fluid, electrolyte, and acid – base balances, care of terminally ill patient, and stress & adaptation & coping.

XXIII. Outcomes of the Course
<ol style="list-style-type: none"> 1. Identify the significance of nursing process, nursing theories, elimination, oxygenation and nutrition needs of the patients. 2. Explain types of specimens, normal values of tests, the concept of fluid, electrolyte balance, loss, death and grief, stress and adaptation, and Coping strategies/ Mechanisms 3. Compare between internal and external catheterization, small and large volume enemas, and interal & parenteral feeding 4. Recognize the difference between hematology and biochemistry tests, metabolic- acidosis & alkalosis and general adaptation and local adaptation syndrome 5. Demonstrate skills in assessing, maintaining elimination needs and providing oxygenation and nasogastric care 6. Implement special measures in clinical setting such as fluid, electrolyte and acid – base imbalances and blood investigation. 7. Utilize information technology to collect, analyze and interpret information required to provide nursing care 8. Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues

XXIV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	Knows medical terminology, principles and concepts of basic and applied sciences related to nursing	a1-	Identify the significance of nursing process, nursing theories, elimination, oxygenation and nutrition needs of the patients.
A3	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society	a2-	Explain types of specimens, normal values of tests, the concept of fluid, electrolyte balance, loss, death and grief, stress and adaptation, and Coping strategies/ Mechanisms

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Identify the significance of nursing theories, assessment, planning, implementation and evaluation of nursing care, and nutrition and elimination needs of the patients.	<ul style="list-style-type: none"> ▪ Interactive lecture ▪ Seminars and student presentations ▪ Brain storming, role-play and simulation ▪ Small group for discussing 	<ul style="list-style-type: none"> ▪ Assignments ▪ Quizzes ▪ Mid-term Exam ▪ Final exam ▪ Presentations
a2-	Explain loss, death and grief, stress and adaptation , the concept of fluid, electrolyte balance, and patients' oxygenation needs.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1-	Compare between internal and external catheterization, small and large volume enemas, and interal & parenteral feeding
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for	b2-	Recognize the difference between hematology and biochemistry tests, metabolic- acidosis & alkalosis and

	them.	general adaptation and local adaptation syndrome
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Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Compare between internal and external catheterization, small and large volume enemas, and interal & parentral feeding	<ul style="list-style-type: none"> ▪ Interactive lecture ▪ Brain storming ▪ Role-play & simulation ▪ Small group discussions ▪ Seminars and student presentations 	<ul style="list-style-type: none"> ▪ Assignments ▪ Quizzes ▪ Mid-term Exam ▪ Final exam
b2-	Recognize the difference between hematology and biochemistry tests, metabolic- acidosis & alkalosis and general adaptation and local adaptation syndrome		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	Practices practical nursing to provide safe and effective care to various individuals using appropriate technology	c1-	Demonstrate skills in assessing, maintaining elimination needs and providing oxygenation and nasogastric care
C3	Uses evidence to provide rationales for nursing interventions.	c2-	Implement special measures in clinical setting such as fluid, electrolyte and acid – base imbalances and blood investigation.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
c1-	Demonstrate skills in assessing, maintaining elimination needs and providing oxygenation and nasogastric care	<ul style="list-style-type: none"> ▪ Case-Based Learning ▪ Clinical teaching & learning ▪ Laboratory work ▪ Role plays & simulation ▪ Small group discussion ▪ Seminar (Discussions) ▪ Practice session ▪ Problems solving 	<ul style="list-style-type: none"> ▪ Assignments ▪ Practical/Clinical examination ▪ Reports (Lab Reports.) ▪ Lab work ▪ Assessment of skills with checklist
c2-	Implement special measures in clinical setting such as fluid, electrolyte and acid – base imbalances, oxygenation and elimination needs, and blood investigation.		

(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs) in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D2	Efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d1-	Utilize information technology to collect, analyze and interpret information required to provide nursing care
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.	d2-	Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Group work ▪ Case Study ▪ Role play 	<ul style="list-style-type: none"> ▪ Evaluation of group work ▪ Evaluation of student works ▪ Observation
d1-	Utilize information technology to collect, analyze and interpret information required to provide nursing care		
d2-	Utilizes the value of inter-professional collaborative practice, coordination and interpersonal communication skills when dealing with colleagues		

KV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	The Nursing Process	a1, c1, d1	<p style="text-align: center;">The Nursing Process</p> <ul style="list-style-type: none"> • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview <ul style="list-style-type: none"> ○ Assessment <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data ○ Nursing Diagnosis <ul style="list-style-type: none"> ▪ Identification of client 	3	12

			<p>problems, risks and strengths</p> <ul style="list-style-type: none"> ▪ Nursing diagnosis statement- parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▪ NANDA approved diagnoses ▪ Difference between medical and nursing diagnosis <p>○ Planning</p> <ul style="list-style-type: none"> ▪ Types of planning ▪ Establishing Priorities ▪ Establishing Goals and Expected Outcomes- Purposes, types, guidelines, Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan <p>○ Implementation</p> <ul style="list-style-type: none"> ▪ Process of Implementing the plan of care ▪ Types of care - Direct and Indirect <p>○ Evaluation</p> <ul style="list-style-type: none"> ▪ Evaluation Process, Documentation and Reporting 		
2	Nursing Theories	a1, d1	<p>Nursing Theories: Introduction</p> <ul style="list-style-type: none"> ▪ Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories- Nightingale, Orem, Roy ▪ Use of theories in nursing practice 	1	3
3	Elimination needs	a1, b1, c1, d1	<p>Elimination needs Urinary Elimination</p> <ul style="list-style-type: none"> ▪ Review of Physiology of Urine Elimination, 	2	6

			<p>Composition and characteristics of urine</p> <ul style="list-style-type: none"> ▪ Factors Influencing Urination ▪ Alteration in Urinary Elimination ▪ Facilitating urine elimination: assessment, types, equipment, procedures and special considerations ▪ Providing urinal/bed pan ▪ Care of patients with <ul style="list-style-type: none"> ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation ▪ Bowel Elimination <ul style="list-style-type: none"> ▪ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ▪ Factors affecting Bowel elimination ▪ Alteration in Bowel Elimination ▪ Facilitating bowel elimination: <ul style="list-style-type: none"> ▪ Assessment, equipment, procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) 		
4	Oxygenation & nutritional needs	a1, c1, d1	<p>Oxygenation needs</p> <ul style="list-style-type: none"> ▪ Review of Cardiovascular and Respiratory Physiology ▪ Factors affecting respiratory functioning ▪ Alterations in Respiratory Functioning ▪ Conditions affecting <ul style="list-style-type: none"> ○ airway ○ movement of air ○ diffusion ○ Oxygen transport ▪ Alterations in oxygenation 	1	3

			<ul style="list-style-type: none"> ▪ Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure <ul style="list-style-type: none"> ▪ Maintenance of patent airway ▪ Oxygen administration ▪ Suctioning- oral, tracheal ▪ Chest physiotherapy Percussion, Vibration & Postural drainage ▪ Care of Chest drainage- principles & purposes ▪ Pulse Oximetry- Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation ▪ Restorative & continuing care <ul style="list-style-type: none"> ▪ Hydration ▪ Humidification ▪ Coughing techniques ▪ Breathing exercises ▪ Incentive spirometry 		
5	Nutritional needs	a1, b1, c1, d1	<p style="text-align: center;">Nutritional needs</p> <ul style="list-style-type: none"> ▪ Importance ▪ Factors affecting nutritional needs ▪ Assessment of nutritional status ▪ Review: special diets- Solid, Liquid, Soft ▪ Review on therapeutic diets ▪ Care of patient with Dysphagia, Anorexia, Nausea, Vomiting ▪ Meeting Nutritional needs: principles, equipment, procedure, indications <p style="text-align: center;">Oral</p> <ul style="list-style-type: none"> ▪ Enteral: Nasogastric/ Orogastric, ▪ Introduction to other enteral feedstypes, indications, Gastrostomy, Jejunostomy ▪ Parenteral- TPN 	1	3
6	Midterm exam	a1, b1, c1, d1	<p style="text-align: center;">Midterm exam</p>	1	3
7	Diagnostic testing	a2, b2, c2, d2	<p style="text-align: center;">Diagnostic testing</p> <p>Phases of diagnostic testing</p>	1	3

			<p>(pre-test, intra-test & post-test) in common investigations & clinical implications</p> <ul style="list-style-type: none"> ○ Complete Blood Count ○ Serum Electrolytes ○ LFT ○ Lipid/Lipoprotein profile ○ Serum Glucose- AC, PC, HbA1c ○ Monitoring Capillary Blood glucose (Glucometer Random Blood Sugar GRBS) ○ Stool Routine Examination ○ Urine Testing- Albumin, Acetone, pH, Specific Gravity ○ Urine Culture, Routine, Timed Urine Specimen ○ Sputum culture ○ Overview of Radiologic & Endoscopic Procedures 		
8	Fluid, Electrolyte, and Acid – Base Balances	a2, b2, c2, d2	<p>Fluid, Electrolyte, and Acid – Base Balances</p> <ul style="list-style-type: none"> • Review of Physiological Regulation of Fluid, Electrolyte, and Acid – Base Balances • Factors Affecting Fluid, Electrolyte, and Acid – Base Balances • Disturbances in fluid volume: <ul style="list-style-type: none"> ○ Deficit- <ul style="list-style-type: none"> ▪ Hypovolemia ▪ Dehydration ○ Excess- <ul style="list-style-type: none"> ▪ Fluid overload ▪ Edema ○ Electrolyte imbalances (hypo and hyper) <ul style="list-style-type: none"> ○ Acid-base imbalances <ul style="list-style-type: none"> ▪ Metabolic- acidosis & alkalosis ▪ Respiratory- acidosis & alkalosis ▪ Intravenous therapy ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid 	2	6

			<ul style="list-style-type: none"> therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake 		
9	Care of Terminally ill	a2, d2	<p>Care of Terminally ill, death and dying</p> <p>Loss- Types</p> <p>Grief, Bereavement & Mourning</p> <ul style="list-style-type: none"> ○ Types of Grief responses ○ Manifestations of Grief ○ Factors influencing Loss & Grief Responses ○ Theories of Grief & Loss- Kubler Ross 5 Stages of Dying ○ The R Process model (Rando's) <p>Death- Definition, Meaning, Types (Brain & Circulatory Deaths)</p> <ul style="list-style-type: none"> ○ Signs of Impending Death ○ Dying patient's Bill of Rights ○ Care of Dying Patient ○ Physiological changes occurring after Death ○ Death Declaration, Certification, Autopsy, Embalming ○ Last office/Death Care ○ Counseling & supporting grieving relatives ○ Placing body in the Mortuary ○ Releasing body from Mortuary ○ Overview- Medico-legal Cases, dvance directives, DNI/DNR, Organ Donation, Euthanasia 	1	3
10	Stress and Adaptation- Introductory concepts	a2, b2, d2	<p>Stress and Adaptation- Introductory concepts</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Sources, Effects, Indicators & Types of Stress ▪ Types of stressors ▪ Stress Adaptation- General adaptation Syndrome (GAS), Local Adaptation 	1	3

			Syndrome (LAS) ▪ Manifestation of stress-Physical & psychological		
11	Coping strategies/ Mechanisms	a2, b2, d2	Coping strategies/ Mechanisms ▪ Stress Management ▪ Assist with coping and adaptation ▪ Creating therapeutic environment ▪ Recreational and diversion therapies	1	3
12	Final exam	a2, b2, c2, d2	Final exam	1	3
Number of Weeks /and Units per Semester				16	48

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	<ul style="list-style-type: none"> • Providing bed pan, • Providing urinal • Catheter insertion (male and female) • Enema, insertion of suppository 	b1, c1, d1	3	24
2	<ul style="list-style-type: none"> • Oxygen administration- face mask, venture mask, nasal prongs 	c1, d1	2	16
3	<ul style="list-style-type: none"> • Nutritional Assessment • Nasogastric tube insertion • Nasointestinal tube insertion 	b1, c1, d1	2	16
4	<ul style="list-style-type: none"> • Perform hematology tests • Perform biochemistry tests • Urine analysis • Stool analysis 	b2, c2, d2	4	32
5	<ul style="list-style-type: none"> • Fluid, Electrolyte, and Acid – Base Balances 	b1, c2, d2	1	8
6	<ul style="list-style-type: none"> • Care of Terminally ill 	b2, c2, d2	1	8
7	<p style="text-align: center;">Coping strategies/ Mechanisms</p> <ul style="list-style-type: none"> • Relaxation techniques 	b1, c2, d2	1	8
8	Final examination	b2, c2, d2	1	8
			15	120

VI. Teaching strategies of the course

- Interactive lecture
- Seminar and Discussions
- Brain storming, role-play and simulation
- Small group for discussing
- Interactive lecture
- Case-Based Learning
- Clinical teaching & learning
- Laboratory work
- Practice session
- Problems solving

XVIII. Teaching Strategies of the Course:

- Assignments
- Quizzes
- Mid-term Exam
- Practical/lab examination
- Reports (Lab Reports.)
- Assessment of skills with checklist
- Final exam (lab)
- Final exam (Theory)

XIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Perform nursing care plan for patients with elimination, oxygenation and nutritional needs	8 th Week	5	a1, b1, c1, d1
2	Visit mortuary and make a report	12 th Week	5	a2, d2
Total				

XX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Assignments	Weeks 5-11	10	10%	a1, a2, b1, c1, d1, d2
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, d1

5	Quizzes 2	Week 12	5	5%	a2, b2, c2, d2
6	Final Practical Exam	Week 15	20	20%	b2, c2, d2
7	Final Theoretical Exam	Week 16	40	40%	a2, b2, d2
Total			100	100%	

XXI. Learning Resources:

32- Required Textbook(s) (maximum two)

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

33- Essential References

5. Brunner & Suddarth's (2018). Textbook of Medical-Surgical Nursing 14th Ed 2018. Philadelphia, Lippincott – Wilkins & Wilkins.
6. Perry & Potter (2020). Fundamentals of Nursing-Elsevier 10th Ed
7. Lippincott (2019). Manual Of Nursing Practice 11th Ed
8. Concept Based Clinical Nursing Skills (2020). Fundamental to Advanced 1st Ed

34- Electronic Materials and Web Sites, etc.

5. LWW Medical Book Collection @OVID
6. EBSCO Academic Search Complete
7. www.half.com
8. www.elsevier.com

XXII. Course Policies:

1	Class Attendance: <ul style="list-style-type: none"> - At least 75 % of the course hours should be attended by the student. - Student will not be allowed to attend the final exam if the absenteeism reached 25% of the course.
2	Tardy: <ul style="list-style-type: none"> - Any student who is late for more than 15 minutes from starting the lecture with accepted apology will be allowed to attend the lecture for one time only. - Any student who is late for the second time will not be allowed to attend the lecture and will be considered absent.
3	Exam Attendance/Punctuality: <ul style="list-style-type: none"> - Each student should attend the exam at the exact time - 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 - Student is allowed to leave the exam area only after passing the half of exam time
4	Assignments & Projects: <ul style="list-style-type: none"> - Assignments and projects will be assessed individually unless the teacher request for group work - Assignments and projects will be presented according to time schedules, - Assignments and projects will not be accepted after 2 weeks of the allocated time, if

	the cause of late is not accepted by the teacher
5	Cheating: Cheating by any means will cause the student failure and he/she must re-study the course
6	Plagiarism: <ul style="list-style-type: none"> - Cheating is not accepted under any situation, and penalty will be used - Cheating in one course will cause the student to fail in two courses - Plagiarism by any means will cause the student failure in the course. - Other disciplinary procedures will be according to the college rules
7	Other policies: <ul style="list-style-type: none"> - Respect human dignity of the student, and his/her thoughts, & opinions - Any unaccepted behavior from the student, will be dealt accordingly

مواصفات مقرر "مهارات الحاسوب"

X. معلومات عامة عن المقرر:					
40.	اسم المقرر:	مهارات الحاسوب			
41.	رمز المقرر ورقمه:				
42.	الساعات المعتمدة:	محاضرة	سمنار	عملي	تدريب
		1.5		3	3
43.	المستوى والفصل الدراسي:	الأول / الأول			
44.	المتطلبات السابقة لدراسة المقرر (إن وجدت):	لا شيء			
45.	المتطلبات المصاحبة (إن وجدت):	لا شيء			
46.	البرنامج الذي يدرس له المقرر:	إدارة الأعمال			
47.	لغة تدريس المقرر:	عربية و إنجليزية			
48.	نظام الدراسة:				
49.	معد(ي) مواصفات المقرر:	د.عبدالجبار طارش التميمي			
50.	تاريخ اعتماد مواصفات المقرر:				

X. وصف المقرر:	
في هذا المقرر يتدرب الطالب على المهارات الأساسية والمتقدمة لاستخدام الكمبيوتر في قاعة المحاضرة وفي المكتبة وفي المنزل. في البداية يتعلم الطالب المعلومات والمعارف الأساسية في علوم الحاسوب، ثم المعلومات الأساسية للتعامل مع نظم التشغيل وبرامج المكتب، ثم يتدرب الطالب على استخدام الإنترنت في الحصول على المعلومات وفي التواصل الإلكتروني.	

XX. مخرجات التعلم:

- يهدف هذا المقرر الى تزويد الطالب بالقدرة على أن:
1. يتعرف على المفاهيم الأساسية لعلوم الحاسوب.
 2. ينفذ العمليات الأساسية - التي يحتاجها - لنظم التشغيل.
 3. يستخدم مكافحات الفيروسات في حماية نظام الكمبيوتر.
 4. يستخدم برامج المكتب، معالج النصوص و الإكسل وبرنامج العروض التقديمية.
 5. يستخدم الإنترنت في الحصول على معلومات حول موضوع معين وفي التواصل الإلكتروني.
 6. يُنصّب/يحذف البرمجيات المختلفة على/من نظام الكمبيوتر.

XX. ربط مخرجات التعلم باستراتيجيات التدريس والتقييم

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

مخرجات المقرر / المعرفة والفهم	استراتيجية التدريس	استراتيجية التقييم
A1. يعدد مكونات نظام الكمبيوتر المادية والبرمجية.	المحاضرات، معمل الكمبيوتر.	الامتحانات الموجزة والنصفية والنهائية، المناقشات، الواجبات.
A2. يذكر أدوات تخزين البيانات ويرتبها من حيث السعة والسرعة.		
A3. يشرح كيف ينجز بعض المهام الأساسية في نظام التشغيل، مثل: التعامل مع النوافذ، والتعامل مع الملفات، وعمليات الصيانة.		
A4. يصف أهمية استخدام مكافحات الفيروسات، ويركب هذه المكافحات على نظام التشغيل.		
A5. ينشئ ويحرر ويحفظ ويعدل الملفات في برامج المكتب.		
A6. يبحث عن المعلومات في الإنترنت ويرسل ويستقبل رسائل البريد الإلكتروني.		

ثانياً: ربط مخرجات تعلم المقرر (المهارات الذهنية) باستراتيجية التدريس والتقييم:

مخرجات المقرر / المهارات الذهنية	استراتيجية التدريس	استراتيجية التقييم
B1. يفرق بين أدوات تخزين البيانات المختلفة.	المحاضرات، معمل الكمبيوتر، المجموعات المصغرة.	الامتحانات الموجزة والنصفية والنهائية، المناقشات، الواجبات، التقارير، عرض التقارير.
B2. يثمن أهمية نظم التشغيل، وبرامج النظام، و برامج التطبيقات المختلفة.		
B3. يبحث في الإنترنت عن المعلومات التي يحتاجها حول موضوع معين.		

ثالثاً: ربط مخرجات تعلم المقرر (المهارات المهنية والعملية) باستراتيجية التدريس والتقييم:

مخرجات المقرر / المهارات المهنية والعملية	استراتيجية التدريس	استراتيجية التقييم
C1. يتدرب على المهارات البسيطة؛ مثل توصيل الطرفيات بجهاز الكمبيوتر وإنجاز المهام التي يحتاجها، مثل الطباعة.	المحاضرات، التدريب في معمل الحاسوب.	الامتحانات الموجزة، ملاحظة الأداء في المعمل، تقارير المعمل.
C2. ينفذ العمليات الأساسية في نظام التشغيل.		
C3. ينصّب ويحذف ويحدّث برامج مكافحات الفيروسات.		

		C4. ينجز مهام مختلفة باستخدام برامج المكتب. C5. يستخدم الإنترنت في البحث عن المعلومات وفي إرسال واستقبال البريد الإلكتروني.
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رابعاً: ربط مخرجات تعلم المقرر (المهارات العامة) باستراتيجية التدريس والتقييم:		
مخرجات المقرر	استراتيجية التدريس	استراتيجية التقويم
D1. يكتب البحوث والتقارير المختلفة باستخدام معالج النصوص. D2. يستخدم البرمجيات المختلفة المطلوبة للمقررات الأخرى. D3. يتدرب على العمل ضمن فريق. D4. يستخدم الإنترنت للمساعدة في إنجاز التقارير المختلفة.	المحاضرات، معمل الحاسوب، المجموعات المصغرة.	الامتحانات الموجزة والنصفية والنهائية، المناقشات، الواجبات، التقارير، عرض التقارير.

XX. كتابة مواضيع المقرر الرئيسية والفرعية (النظرية والعملية) وربطها بمخرجات التعلم المقصودة للمقرر مع تحديد الساعات المعتمدة لها.

كتابة وحدات /مواضيع محتوى المقرر					
أولاً: الجانب النظري					
الرقم	موضوعات المقرر /وحدات/	المواضيع التفصيلية	عدد الأسابيع	الساعات الفعلية	مخرجات تعلم المقرر
1	مقدمة	المكونات المادية للكمبيوتر، المكونات البرمجة لنظام الكمبيوتر، أدوات التخزين هرمية الذاكرة.	1	2	A1, A2, B1
2	نظام التشغيل	استخدام نظام التشغيل، سطح المكتب، قائمة ابدأ، شريط المهام، منصفح ويندوز، العمليات على الملفات، تشغيل البرمجيات المختلفة، تشغيل برامج الملتيميديا، تنصيب البرمجيات، إزالة البرمجيات، البرامج الخدمية، برامج مكافحة الفيروسات (تنصيب - حذف - تحديث - استخدام)، بعض عمليات الصيانة.	4	6	A3, A4, B2, C1, C2, C3, D2, D3
3	معالج النصوص	إنشاء وفتح وإغلاق وطباعة وحذف وتحديث الملفات، تنسيق النصوص، إدراج الجداول والأشكال المختلفة في ملف وورد.	2	3	A5, B2, C4, D1, D2, D3
4	الجدول الإلكترونية	إنشاء وفتح وإغلاق وطباعة وحذف وتحديث الملفات، تنسيق الجداول، إدراج الجداول والأشكال المختلفة في ملف إكسل. التعامل مع الصيغ الحسابية المختلفة في ملف إكسل.	2	3	A5, B2, C4, D1, D2, D3
5	العروض التقديمية	إنشاء وفتح وإغلاق وطباعة وحذف وتحديث الملفات، تنسيق الجداول، إدراج الجداول والأشكال المختلفة في ملف العرض التقديمي. استخدام كافة المؤثرات في ملف العرض التقديمي.	2	3	A5, B2, C4, D1, D2, D3
6	الإنترنت	متصفحات الأنترنت، الوصول الى العناوين المختلفة، تحميل الملفات من الأنترنت، البحث عن معلومات تتعلق بموضوع معين، إنشاء البريد الإلكتروني، إرسال واستقبال رسائل البريد الإلكتروني.	2	3	A6, C5, D1, D2, D4
إجمالي الأسابيع والساعات			13	20	

ثانياً: الجانب العملي:				
تكتب تجارب (مواضيع) العملي				
الرقم	التجارب العملية	عدد الأسابيع	الساعات الفعلية	مخرجات التعلم
1	التدريب على المهارات الأولية في استخدام الكمبيوتر.	1	3	C1
2	العمليات الأساسية لنظم التشغيل، سطح المكتب، التدريب على الإعدادات المختلفة.	1	3	C2
3	العمليات على الملفات والمجلدات.	1	3	C2
4	البرامج الخدمية، مثل برامج ضغط الملفات.	1	3	C2
5	تنصيب البرمجيات المختلفة ومطافحات الفيروسات.	1	3	C3
6	معالج النصوص	2	6	C4, D1, D2, D3
7	الجدول الإلكترونية - إكسل	2	6	C4, D1, D2, D3
8	العروض التقديمية	2	6	C4, D1, D2, D3
9	استكشاف الإنترنت والبحث عم المعلومات وتحميل الملفات	1	3	C5, D4
10	البريد الإلكتروني	1	3	C5, D4
إجمالي الأسابيع والساعات		13	39	

.XXX استراتيجيات التدريس:				
المحاضرات				
التدريب في المعمل				
المجموعات المصغرة				
التعليم التعاوني				
.XXX الأنشطة والتكليفات:				
الرقم	النشاط / التكليف	مخرجات التعلم	الأسبوع	الدرجة
1				

.XXX تقييم التعلم:					
الرقم	أنشطة التقييم	الأسبوع	الدرجة	نسبة الدرجة إلى درجة التقويم النهائي	المخرجات التي يحققها
1	الحضور (نظري)	كل أسبوع	10	%10	A1-A6, B1-B3, C1-C5, D2, D4
2	الواجبات (نظري)	كل أسبوع	10	%10	الكل
3	اختبار منتصف الفصل (نظري)	السابع	10	%10	A1-A4, A6, B1, B2
4	الاختبار النهائي (نظري)	الخامس عشر	20	%20	A1-A4, A6, B1, B2
5	الحضور (عملي)	كل أسبوع	10	%10	A5, A6, B1, B3, C1-C5, D1- D4
6	الواجبات (عملي)	كل أسبوع	10	%10	B3, C1-C5, D1-

D4					
A5, C1-C4, D2-D4	%10	10	السابع	اختبار منتصف الفصل (عملي)	7
A5, C1-C4, D2-D4	%20	20	الرابع عشر	الاختبار النهائي (عملي)	8

XXXI. مصادر التعلم:					
(اسم المؤلف، سنة النشر، اسم الكتاب، دار النشر، بلد النشر).					
المراجع الرئيسية: (لا تزيد عن مرجعين)					
1- Brandon Heffernan and Tim Poulsen, 2010, <i>Introduction to Personal Computers, Windows 7 Edition</i> , Axzo Press.					
2- Guy Hart-Davis, 2010, <i>Beginning Microsoft Office 2010</i> , Apress.					
المراجع المساعدة					
1- Ed Bott, Carl Siechert, and Craig Stinson, 2011, <i>Windows 7 Inside out</i> , Microsoft Press.					
2- G. Shelly, T. Cashman and M. Vermaat, 2011, "Discovering Computers 2011", Shelly Cashman Series, Course Technology, Cengage Learning.					
مواد إلكترونية وإترنت: (إن وجدت)					
1- http://www.functionx.com/windows/index.htm					
2- http://www.functionx.com/word/index.htm					
3- http://www.functionx.com/powerpoint/index.htm					
4- http://www.functionx.com/excel/index.htm					

.XL الضوابط والسياسات المتبعة في المقرر.					
22. سياسة حضور الفعاليات التعليمية:					
<ul style="list-style-type: none"> ▪ الالتزام بالمواعيد المحددة للمحاضرات في بدئها وانتهاءها والانتظام في الحضور، وضرورة حضور (75%) من ساعات المقرر حسب لائحة التعليم العالي. ▪ إذا تجاوز نسبة غياب الطالب عن (25%) من ساعات المقرر يعتبر محروماً في المقرر. إلا إذا كان غيابه بسبب مرض أو بعذر قاهر تقبله عمادة الكلية، وبموجب وثائق رسمية ومعتمدة. 					
23. الحضور المتأخر:					
<ul style="list-style-type: none"> ▪ ينبغي على الطالب أن يأتي إلى المحاضرات، والمشاركة في مناقشة موضوعات المقرر في الوقت المناسب. ▪ يسمح للطالب المتأخر بدخول المحاضرة إذا تأخر في حدود ربع ساعة فقط وبعذر. 					
24. ضوابط الامتحان:					
<ul style="list-style-type: none"> ▪ يجب على الطالب الوصول إلى قاعة الامتحان في الوقت المحدد. ▪ عدم السماح بدخول الامتحان بعد مرور أكثر من ربع ساعة من بدء الامتحان. ▪ لا يسمح للطالب الخروج من القاعة الامتحانية بعد توزيع الأسئلة إلا بعد مرور نصف وقت الاختبار. ▪ يعتبر الطالب الغائب في اختبار نهاية الفصل راسباً في المقرر الذي تغيب فيه. 					

25.

التعيينات والمشاريع:

التعيينات: يتعين على الطالب الالتزام بالآتي:

- تقديم الواجبات في الوقت المحدد تماماً، وإذا ما واجهته مشكلة في تقديم الواجبات المطلوبة منه عليه الاتصال بأستاذ المقرر لكي يتفق معه على موعد آخر، وبناءً على تعليمات أستاذه يمكن أن يعدل ويقرر الموعد الآخر للتسليم.
- أن يقدم عرضاً تفصيلياً لما يتضمنه الواجب من خطوات وأفكار أساسية.
- إذا تأخر الطالب عن تقديم واجباته في الموعد الذي حدد له بعد أسبوعين من التأخير لن يقبل إلا إذا ما وافق الأستاذ على قبول التأخير، بناءً على ظروف قاهرة يتم شرحها والإعلان عنها خطياً.

المشاريع:

- سيتم تنظيم الطلبة في فرق وكل فريق يختار واحداً من الموضوعات المقدمة لهم في بداية الفصل الدراسي. وعلى الفريق توزيع المسؤولية فيما بينهم، والمشاركة الفاعلة من جميع أعضاء الفريق، وعلى كل فريق أن يقدم تقريراً عن موضوعه، وعرضه أمام الطلبة.

26.

الغش:

- يلتزم الطلبة بمبادئ النزاهة الأكاديمية التي تعني: أن يكون الطالب صادقاً مع نفسه، ومع زملائه ومع أساتذته.
- لن يتم التسامح مع الغش وهو: محاولة الطالب الغش بالحديث أو النظر في ورقة الغير أو الإشارة أو محاولة استخدام أية وسيلة من وسائل الغش.
- الغش في الامتحان النصفى أو الشروع فيه فيعتبر الطالب راسباً في المقرر.
- الطالب الذي يغش في الامتحان يحرم من ثلاث مواد هي: المادة التي ضبط متلبساً فيها ومن قبلها والمادة التي تليها.
- إذا تكرر غش الطالب أكثر من مرة في الدورة الاختيارية الواحدة يطبق عليه حكم الفصل من الدراسة.

27.

الانتحال:

28.

سياسات أخرى:

من مهام الطلبة وواجباتهم وحقوقهم الآتي:

- تحمل وتقبل الآراء المختلفة أثناء المناقشات والعمل الجماعي.
- التزامه بأسلوب النقاش الايجابي والحوار البناء مع الآخرين.
- لا يسمح استخدام الهواتف المحمولة داخل قاعة المحاضرة، أو أثناء سير الامتحان.
- إذا سلك الطالب سلوكاً غير مقبول فإنه يُحال إلى الجهات المعنية لاتخاذ اللازم، مشفوعاً بتقرير عن ذلك.

خطة مقرر "مهارات الحاسوب"

II. معلومات عن مدرس المقرر:						
الساعات المكتبية (3 / أسبوعيا)						الاسم
الخميس	الأربعاء	الثلاثاء	الاثنين	الأحد	السبت	المكان ورقم الهاتف
						البريد الإلكتروني

III. معلومات عامة عن المقرر:						
مهارات الحاسوب						1 اسم المقرر:
						2 رمز المقرر ورقمه:
المجموع	الساعات				3 الساعات المعتمدة للمقرر:	
	تدريب	عملي	سمنار	نظري		
3		3		1.5		
الأول / الأول						4 المستوى والفصل الدراسي:
لا يوجد						5 المتطلبات السابقة لدراسة المقرر (إن وجدت):
لا يوجد						6 المتطلبات المصاحبة لدراسة المقرر (إن وجدت):
إدارة الأعمال						7 البرنامج/ البرامج التي يتم فيها تدريس المقرر:
العربية و الإنجليزية						8 لغة تدريس المقرر:
						9 مكان تدريس المقرر:

IV. وصف المقرر الدراسي:						
في هذا المقرر يتدرب الطالب على المهارات الأساسية والمتقدمة لاستخدام الكمبيوتر في قاعة المحاضرة وفي المكتبة وفي المنزل. في البداية يتعلم الطالب المعلومات والمعارف الأساسية في علوم الحاسوب، ثم المعلومات الأساسية للتعامل مع نظم التشغيل وبرامج المكتب، ثم يتدرب الطالب على استخدام الإنترنت في الحصول على المعلومات وفي التواصل الإلكتروني.						

V. مخرجات التعلم المقصودة للمقرر:						
1. يعدد مكونات نظام الكمبيوتر المادية والبرمجية.						
2. يذكر أدوات تخزين البيانات ويرتبها من حيث السعة والسرعة.						
3. يشرح كيف ينجز بعض المهام الأساسية في نظام التشغيل، مثل: التعامل مع النوافذ، والتعامل مع الملفات، وعمليات الصيانة.						
4. يصف أهمية استخدام مكافحات الفيروسات، ويركب هذه المكافحات على نظام التشغيل.						
5. ينشئ ويحرر ويحفظ ويعدل الملفات في برامج المكتب.						
6. يبحث عن المعلومات في الإنترنت ويرسل ويستقبل رسائل البريد الإلكتروني.						
7. يفرق بين أدوات تخزين البيانات المختلفة.						

8. يثمن أهمية نظم التشغيل، وبرامج النظام، وبرامج التطبيقات المختلفة.
9. يبحث في الإنترنت عن المعلومات التي يحتاجها حول موضوع معين.
10. يتدرب على المهارات البسيطة؛ مثل توصيل الطرقات بجهاز الكمبيوتر وإنجاز المهام التي يحتاجها، مثل الطباعة.
11. ينفذ العمليات الأساسية في نظام التشغيل.
12. ينصّب ويحذف ويحدّث برامج مكافحة الفيروسات.
13. ينجز مهام مختلفة باستخدام برامج المكتب.
14. يستخدم الإنترنت في البحث عن المعلومات وفي إرسال واستقبال البريد الإلكتروني.
15. يكتب البحوث والتقارير المختلفة باستخدام معالج النصوص.
16. يستخدم البرمجيات المختلفة المطلوبة للمقررات الأخرى.
17. يتدرب على العمل ضمن فريق.
18. يستخدم الإنترنت للمساعدة في إنجاز التقارير المختلفة.

VI. محتوى المقرر:

الجانب النظري:

الرقم	وحدات المقرر	المواضيع التفصيلية	الأسبوع	الساعات الفعلية
1	مقدمة	المكونات المادية للكمبيوتر، الكونات البرمجة لنظام الكمبيوتر، أدوات التخزين هرمية الذاكرة.	1	2
2	نظام التشغيل	استخدام نظام التشغيل، سطح المكتب، قائمة ابدأ، شريط المهام، متصفح ويندوز، العمليات على الملفات، تشغيل البرمجيات المختلفة، تشغيل برامج الملتيميديا، تنصيب البرمجيات، إزالة البرمجيات، البرامج الخدمية، برامج مكافحة الفيروسات (تنصيب - حذف - تحديث - استخدام)، بعض عمليات الصيانة.	4	6
3	معالج النصوص	إنشاء وفتح وإغلاق وطباعة وحذف وتحديث الملفات، تنسيق النصوص، إدراج الجداول والأشكال المختلفة في ملف وورد.	2	3
4	اختبار نصفي		1	2
5	الجدول الإلكترونية	إنشاء وفتح وإغلاق وطباعة وحذف وتحديث الملفات، تنسيق الجداول، إدراج الجداول والأشكال المختلفة في ملف إكسل. التعامل مع الصيغ الحسابية المختلفة في ملف إكسل.	2	3
6	العروض التقديمية	إنشاء وفتح وإغلاق وطباعة وحذف وتحديث الملفات، تنسيق الجداول، إدراج الجداول والأشكال المختلفة في ملف العرض التقديمي. استخدام كافة المؤثرات في ملف العرض التقديمي.	2	3
7	الإنترنت	متصفحات الإنترنت، الوصول الى العناوين المختلفة، تحميل الملفات من الإنترنت، البحث عن معلومات تتعلق بموضوع معين، إنشاء البريد الإلكتروني، ارسال واستقبال رسائل البريد الإلكتروني.	2	3
8	اختبار نهائي		1	2
		عدد الأسابيع والساعات	15	24

الجانب العملي:			
كتابة تجارب (مواضيع / مهام) النشاط العملي			
الرقم	المهام / التجارب العملية	عدد الأسابيع	الساعات الفعلية
1.	التدريب على المهارات الأولية في استخدام الكمبيوتر.	1	3
2.	العمليات الأساسية لنظم التشغيل، سطح المكتب، التدريب على الإعدادات المختلفة.	1	3
3.	العمليات على الملفات والمجلدات.	1	3
4.	البرامج الخدمية، مثل برامج ضغط الملفات.	1	3
5.	تنصيب البرمجيات المختلفة ومطافحات الفيروسات.	1	3
6.	معالج النصوص	2	6
7.	اختبار نصفي	1	2
8.	الجدول الإلكترونية - إكسل	2	6
9.	العروض التقديمية	2	6
10.	استكشاف الإنترنت والبحث عم المعلومات وتحميل الملفات	1	3
11.	البريد الإلكتروني	1	3
12.	اختبار نهائي	1	2
إجمالي الأسابيع والساعات		15	43

VII. استراتيجيات التدريس	
المحاضرات	•
التدريب في المعمل	•
المجموعات المصغرة	•
التعليم التعاوني	•

VIII. الأنشطة والتكليفات:			
الرقم	النشاط/ التكليف	الأسبوع	الدرجة (إن وجدت)
1			

IX. تقييم التعلم:				
الرقم	موضوعات التقويم	موعد التقويم/ اليوم والتاريخ	الدرجة	الوزن النسبي (نسبة الدرجة إلى درجة التقويم النهائي)
1	الحضور (نظري)	كل أسبوع	10	10%
2	الواجبات (نظري)	كل أسبوع	10	10%
3	اختبار منتصف الفصل (نظري)	السابع	10	10%
4	الاختبار النهائي (نظري)	الخامس عشر	20	20%
5	الحضور (عملي)	كل أسبوع	10	10%
6	الواجبات (عملي)	كل أسبوع	10	10%
7	اختبار منتصف الفصل (عملي)	السابع	10	10%

8	الاختبار النهائي (عملي)	الرابع عشر	20	%20
	المجموع		100	%100

X. مصادر التعلم:				
(اسم المؤلف، سنة النشر، اسم الكتاب، دار النشر، بلد النشر).				
المراجع الرئيسية: (لا تزيد عن مرجعين)				
3- Brandon Heffernan and Tim Poulsen, 2010, <i>Introduction to Personal Computers, Windows 7 Edition</i> , Axzo Press.				
4- Guy Hart-Davis, 2010, <i>Beginning Microsoft Office 2010</i> , Apress.				
المراجع المساعدة				
3- Ed Bott, Carl Siechert, and Craig Stinson, 2011, <i>Windows 7 Inside out</i> , Microsoft Press.				
4- G. Shelly, T. Cashman and M. Vermaat, 2011, "Discovering Computers 2011", Shelly Cashman Series, Course Technology, Cengage Learning.				
مواد إلكترونية وإترنت: (إن وجدت)				
5- http://www.functionx.com/windows/index.htm				
6- http://www.functionx.com/word/index.htm				
7- http://www.functionx.com/powerpoint/index.htm				
8- http://www.functionx.com/excel/index.htm				

.XL الضوابط والسياسات المتبعة في المقرر.				
29.	سياسة حضور الفعاليات التعليمية:			
	<ul style="list-style-type: none"> ▪ الالتزام بالمواعيد المحددة للمحاضرات في بدئها وانتهاءها والانتظام في الحضور، وضرورة حضور (75%) من ساعات المقرر حسب لائحة التعليم العالي. ▪ إذا تجاوز نسبة غياب الطالب عن (25%) من ساعات المقرر يعتبر محروماً في المقرر. إلا إذا كان غيابه بسبب مرض أو بعذر قاهر قبله عمادة الكلية، وبموجب وثائق رسمية ومعتمدة. 			
30.	الحضور المتأخر:			
	<ul style="list-style-type: none"> ▪ ينبغي على الطالب أن يأتي إلى المحاضرات، والمشاركة في مناقشة موضوعات المقرر في الوقت المناسب. ▪ يسمح للطالب المتأخر بدخول المحاضرة إذا تأخر في حدود ربع ساعة فقط وبعذر. 			
31.	ضوابط الامتحان:			
	<ul style="list-style-type: none"> ▪ يجب على الطالب الوصول إلى قاعة الامتحان في الوقت المحدد. ▪ عدم السماح بدخول الامتحان بعد مرور أكثر من ربع ساعة من بدء الامتحان. ▪ لا يسمح للطالب الخروج من القاعة الامتحانية بعد توزيع الأسئلة إلا بعد مرور نصف وقت الاختبار. ▪ يعتبر الطالب الغائب في اختبار نهاية الفصل راسباً في المقرر الذي تغيب فيه. 			
32.	التعيينات والمشاريع:			
	التعيينات: يتعين على الطالب الالتزام بالآتي:			

<ul style="list-style-type: none"> ▪ تقديم الواجبات في الوقت المحدد تماماً، وإذا ما واجهته مشكلة في تقديم الواجبات المطلوبة منه عليه الاتصال بأستاذ المقرر لكي يتفق معه على موعد آخر، وبناءً على تعليمات أستاذه يمكن أن يعدل ويقرر الموعد الآخر للتسليم. ▪ أن يقدم عرضاً تفصيلياً لما يتضمنه الواجب من خطوات وأفكار أساسية. ▪ إذا تأخر الطالب عن تقديم واجباته في الموعد الذي حدد له بعد أسبوعين من التأخير لن يقبل إلا إذا ما وافق الأستاذ على قبول التأخير، بناءً على ظروف القاهرة يتم شرحها والإعلان عنها خطياً. <p>المشاريع:</p> <ul style="list-style-type: none"> ▪ سيتم تنظيم الطلبة في فرق وكل فريق يختار واحداً من الموضوعات المقدمة لهم في بداية الفصل الدراسي. وعلى الفريق توزيع المسؤولية فيما بينهم، والمشاركة الفاعلة من جميع أعضاء الفريق، وعلى كل فريق أن يقدم تقريراً عن موضوعه، وعرضه أمام الطلبة. 	
<p>33. الغش:</p> <ul style="list-style-type: none"> ▪ يلتزم الطلبة بمبادئ النزاهة الأكاديمية التي تعني: أن يكون الطالب صادقاً مع نفسه، ومع زملائه ومع أساتذته. ▪ لن يتم التسامح مع الغش وهو: محاولة الطالب الغش بالحديث أو النظر في ورقة الغير أو الإشارة أو محاولة استخدام أية وسيلة من وسائل الغش. ▪ الغش في الامتحان النصفى أو الشروع فيه فيعتبر الطالب راسباً في المقرر. ▪ الطالب الذي يغش في الامتحان يحرم من ثلاث مواد هي: المادة التي ضبط متلبساً فيها ومن قبلها والمادة التي تليها. ▪ إذا تكرر غش الطالب أكثر من مرة في الدورة الاختيارية الواحدة يطبق عليه حكم الفصل من الدراسة. 	
<p>34. الانتحال:</p>	
<p>35. سياسات أخرى:</p> <p>من مهام الطلبة وواجباتهم وحقوقهم الآتي:</p> <ul style="list-style-type: none"> ▪ تحمل وتقبل الآراء المختلفة أثناء المناقشات والعمل الجماعي. ▪ التزامه بأسلوب النقاش الايجابي والحوار البناء مع الآخرين. ▪ لا يسمح استخدام الهواتف المحمولة داخل قاعة المحاضرة، أو أثناء سير الامتحان. ▪ إذا سلك الطالب سلوكاً غير مقبول فإنه يُحال إلى الجهات المعنية لاتخاذ اللازم، مشفوعاً بتقرير عن ذلك. 	

Course Specification

XVI. Course Identification and General Information:						
1	Course Title:	Introduction To Microbiology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			
4	Study level/ semester at which this course is offered:	Level 2 / semester 1				
5	Prerequisite:	Biology				
	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor degree of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The National University (Hall & lab)				
10	Prepared by:	Dr. Taha Abdul-Aziz kaid				
11	Date of approval:					

VII. Course description:

This required course introduces and provides the students with knowledge to differential between prokaryotes, eukaryote, and describe the structural components of microorganisms and the functions of these components; also to classify microorganisms as archaea, bacteria, viruses, fungi or protozoa and to descrip host-parasite relationship (normal flora, pathogen), modes of transmission and infection used by microbes, bacterial genetics and gene cloning. As well as to understand the methods of sterilization and disinfection as well as antimicrobial agent and the mechanisms leading to resistance to anti-microbial agents. It is also Give the students practical skill in uses the different technique and basic identification methods to know the microorganism.

III. Intended learning outcomes (ILOs) of the course:

- At the end of this course, the students will be able to
30. Define major concepts of microbiology, ,prokaryotic and eukaryotic cells..
 31. Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures.
 32. List the different physical and chemical factors that affect of bacterial culture growth..
 33. Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism.
 34. Describe the most important methods of sterilization ,disinfectant and antiseptic and how classification .
 35. Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.
 36. Differentiate between prokaryotic and eukaryotic cells..
 37. analyze the different relationships between hosts and microbes and the factores that play majer role.
 38. Evaluate the properties, uses, side effects, and mode of action of antibacterial agents..
 39. Distinguish between methods of sterilization and disinfectant .

40. Apply quality control and biosafety precautions in the microbiology laboratory to work in a risk-free environment..
41. Prepare different media and perform different biochemical tests and staining in the lab to differentiate the normal flora from the pathogenic microorganisms..
42. Perform the sensitivity test to determine the sensitive and resistance microorganism in different clinical specimens.
43. Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.
44. Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.
45. Study independently for continuous self learning and plan research studies to achieve goals.

IX. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	define the essential medical terminology as a pre-requisite for the medical laboratory courses.	a1-	Define major concepts of microbiology, prokaryotic and eukaryotic cells.
A2-	Describe the difference between the pathogenic microorganism and normal flora and the disease that cause.	a2-	Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures
		a3-	List the different physical and chemical factors that affect bacterial culture growth.
		a4-	Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism..
		a5-	Describe the most important methods of sterilization, disinfectant and antiseptic and how classification
		a6-	Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Different between prokaryotic and eukaryotic cells.	- Lectures using data show and	- Class attendance - Quizzes

a2-	Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures	computer - Discussion - Self study	- Assignments - Mid-semester - Final exams (Fill in the blank, MCQs, matching, short-answer and essay questions)
a3-	List the different physical and chemical factors that affect of bacterial culture growth.		
a4-	Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism..		
a5-	Describe the most important methods of sterilization ,disinfectant and antiseptic and how classification		
a6-	Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in **intellectual skills**:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Intreperat relationship between hosts and microbes and the factors that play majer role in the pathogenisi and correlate it with result.	b1-	Differentiate between prokaryotic and eukaryotic cells.
B2-	Appraise the health problems imposed by microorganiss prevalent in Yemen and propose cost-effective ways that laboratory technologists can play to address them.	b2-	analyze the different relationships between hosts and microbes and the factors that play majer role.
		b3-	Evaluate the properties, uses, side effects, and mode of action of antibacterial agents.
		b4-	Distinguish between methods of sterilization and disinfectant

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Differentiate between prokaryotic and eukaryotic cells.	- Lectuer and practical adminastration - Interactive teaching	- Class and practical atendence

b2	analyze the different relationships between hosts and microbes and the factors that play major role..	- Seminars - Oral presentations	- Assignments - Mid-term exam - Final exams
b3-	Evaluate the properties, uses, side effects, and mode of action of antibacterial agents.		
b4-	Distinguish between methods of sterilization and disinfectant		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Properly use the new and old methods to maintain the laboratory instrument and follow health and safety precautions in the laboratory.	c1-	Apply quality control and biosafety precautions in the microbiology laboratory to work in a risk-free environment.
C2-	Perform the different diagnostic tests to determine microorganism in different clinical specimens.	c2-	Prepare different media and perform different biochemical tests and staining in the lab to differentiate the normal flora from the pathogenic microorganisms.
		c3-	Identify different microorganisms structures by using special staining under light microscope.
		c4-	Perform the sensitivity test to determine the sensitive and resistance microorganism in different clinical specimens.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
c1-	Apply quality control and biosafety precautions in the microbiology laboratory to work in a risk-free environment.	- Laboratory demonstrations - Laboratory practice - Group discussion	- Practical quizzes - Logbooks and reports - Mid-term and final exams
c2-	Prepare different media and perform different biochemical tests and staining in the lab to differentiate the normal flora from the pathogenic microorganisms.		
c3-	Identify different microorganisms structures by using special staining under light		

	microscope.		
c4-	Perform the sensitivity test to determination the sensitive and resistance microorganism in deferent clinical speceamins.		

(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Effectively use information technology in professional practices to collect, analyze , interpret and write the report according to the standered operating proceduer.	d1-	Use effectively different computer skills such as internet,word processing and data sheet to intreperat and analysis of result and comper it with other external or external lapratores.
D2-	Work independently or as a member of a team to.	d2-	Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.
D3-	Identify problems and solve them and accept the view of others .	d3-	Study independently for continuous self learning and plan research studies to achieve goals.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
d1-	Use effectively different computer skills such as internet,word processing and data sheet to intreperat and analysis of result and comper it with other external or external lapratores.	<ul style="list-style-type: none"> - Presentations - Group discussions and seminars - Self-study modules 	<ul style="list-style-type: none"> - Write reports - Write Exercises and solving it.
d2-	Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.		
d3-	Study independently for continuous self learning and plan research studies to achieve goals.		

XC. Course Content:**1 – Course Topics/Items:****a – Theoretical Aspect**

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction of microbiology	a1–a2;	History	1	2
2	Differential between prokaryotes, eukaryote	a1; b1	Definition, bacteria ,virus, fungi	1	2
3	Bacterial morphology	a1–a2; b2;d1,d3	Bacterial structure ,function of cell component, spore	1	2
4	Bacterial physiology	a1,a3; d1–d3	Microbial growth curev, physical and chemical factors.	1	2
5	Classification of bacteria and viruses,	a1,a4; b1, d1–d3	Definition, types of classification methods	1	2
6	Host-parasite relationship	a1,a4; b2; d1–d3	normal flora, pathogen,verulance factors.	1	2
7	Epidemiological aspects, Transmission source and mode of infection. Pathogenicity and toxogenicity	a1,a4; b2; d1–d3	Definition of epidemiological aspect, pathogenicity , methods of diseases transmission	1	2
8	Mid-semester exam	a1–a5,b1-b2	-----	1	2
9	Normal flora	a1,a2,a4; b2; d1–d3	Definition ,classification	1	2
11	Sterilization and disinfection	a1,a5; b4, d1–d3	Definition and methods	1	2
12	Bacterial genetics, gene cloning	a1,d1–d3	Definition,DNA replication ,plasmids and bacteriophage	1	2
13	Antimicrobial Agents: Therapy and Resistance1	a6; b4, d1–d3	Definition, mechanism of action, complication of antibacterial chemotherapy. Mechanisms of Resistance.	1	2
14	Antimicrobial Agents: Therapy and Resistance2	a6; b4; d1–d3	Type of antibiotics, Structure, Mode of action, Spectrum	1	2
15	Revision and discution	a1-a6, b1-b4,		1	2
16	Final Exam	a1-a6, b1-b4,		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	General information about safety precaution inside the lab	c1-c4	1	2
2	Sterilization and disinfection methods	c1-c4	1	2
3	Instrumentation	c1-c4	1	2
4	Staining Gram stain, simple stains	c1-c4	1	2
5	Staining Acid fast stain, Negative staining	c1-c3	1	2
6	Preparation Of Media Selective medium and Differential medium	c1-c4	1	2
7	Mid-semester exam	c1-c4	1	2
8	Preparation Of Biochemical Tests	c1-c4	1	2
9	Preparation Of Biochemical Tests	c1-c3	1	2
10	Preparation Of Sensitivity Test	c1-c3	1	2
11	Report writing for result of sensitivity test	c1-c3	1	2
12	Final review	c1-c4	1	2
13	Final Exam	c1-c4	1	2
Number of Weeks / Units per Semester			13	26

Teaching strategies of the course
<ul style="list-style-type: none"> - Lectures using power point presentation. - Discussion-oriented and interactive teaching (such as brainstorming) - Group discussions and seminars - Self-study modules - Laboratory demonstrations and practice
Assignments
<ul style="list-style-type: none"> - Short exams (quizzes), discussions and oral tests. - Theoretical and practical mid-semester exams. - Laboratory logbooks and reports. - Final theoretical and practical exams.

Schedule of Assessment Tasks for Students During the Semester

No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Participation and quizzes	weekly	10	10.0%	a1-a4; b1, b2; c1-c4; d1-d3
2	Practical mid-semester exam	7 th	10	10.0%	c1-c4
3	Theoretical mid-semester exam	8 th	20	20.0%	a1-a4
4	Final Exam (practical)	13 th	20	20.0%	a1-a4
5	Final Exam (theoretical)	16 th	40	40.0%	c1-c4
Total			100	100%	

KCI. Students' Support:	
Office Hours/week	Other Procedures (if any)
Fouer contact hours per week	Contact by E-mail, what's App Group or mobile

KCII. Learning Resources:	
35- Required Textbook(s) (maximum two)	
	5- Tille, P.M. (2017). Bailey & Scott's Diagnostic Microbiology . 14 th ed. Elsevier. 6- Brooks, G.F.; Carroll, K. C.; Butel, J.S.; Morse, S. A. (2007): Jawetz, Melnick and Adelberg's Medical Microbiology . 24 ed. McGraw-Hill.
36- Recommended Readings and Reference Materials	
	3- Tortora, Funk, Case (2013). Microbiology, An Introduction . 11 th ed. Pearson 4- Levinson, W (2006). Review of Medical Microbiology and Immunology , 9 th ed. LANGE REVIEW SERIES (NY: McGraw-Hill,).
37- Essential References	
	3- Cheesbrough M (2009). District Laboratory Practice in Tropical Countries Part 1: Microbiology . 2 nd ed. New York: Cambridge University Press. 4- Patrick R. Murray, Ken S. Rosenthal, Michael A. P faller (2005). Medical Microbiology , 5 th ed. Philadelphia: Elsevier/Mosby.
38- Electronic Materials and Web Sites, etc.	
	15- Periodicals (pubmed, Sciencedirect) 16- Microbiology Journals (Clinical Microbiology Newsletter. Published by Elsevier Science Publishing Company. Clinical Microbiology Reviews. Published by American Society for Microbiology.) 17- Web sites of Microbiology <i>http://www.microbe.org/microbes/virus_or_bacterium.asp</i> <i>http://www.bact.wisc.edu/Bact330/330Lecturetopics</i> <i>http://www.microbelibrary.org/</i> <i>http://www.tulane.edu/~dmsander/Big_Virology/ BVHomePage.html</i> <i>http://www.mic.ki.se/Diseases/c2.html</i> <i>http://www.med.sc.edu:85/book/welcome.htm</i> <i>http://www.biology.arizona.edu/immunology/microbiology_immunology.</i>
39- Other Learning Materials	
	10- Educational videos 11- Fixed slide spots of grame staining. 12- Specimen suspensions

XCIII. Facilities Required:

1 - Accommodation:	<ul style="list-style-type: none">- Lecture halls with data show facilities and computer, net connection..- Whiteboards,- Laboratories with all required equipment and reagents.
2 - Computing resources:	<ul style="list-style-type: none">- Computer laboratory with internet facilities.

XCIV. Course Improvement Processes:

41- Strategies for obtaining student feedback on effectiveness of teaching

- Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.
- Meeting with students and faculty (once per semester).

42- Other strategies for evaluation of teaching by the instructor or by the department.

- Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.
- Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).

43- Processes for improvement of teaching.

- Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.
- Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.

44- Processes for verifying standards of students' achievement

- Checking of a sample of students' work by an independent faculty member.
- Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.
- Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).
- Regular follow-up of laboratory logbooks to assess the practical achievement of students.

45- Procedures for periodically reviewing of course effectiveness and planning for improvement

- Student rating and feedback
- Peer rating and feedback
- Regular meeting of the Curriculum Committee of the faculty.

Course development plans

- Regular encouragement the staff to attend the workshops for improving their course specification skills.
- Revision of course specification and syllabus content regularly.

III. Course Policies:

1	Class Attendance: <ul style="list-style-type: none">▪ Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam.
2	Tardiness: <ul style="list-style-type: none">▪ Non-reasonable frequent tardiness will be allowed and is considered as absence from the lectures/
3	Exam Attendance/Punctuality: <ul style="list-style-type: none">▪ Exam attendance is obligatory unless being excused by the department and faculty.▪ Absence from assignments or exams will be dealt with according to the general policy of the

	university.
4	Assignments & Projects: <ul style="list-style-type: none"> ▪ Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator. ▪ Projects: Not applicable.
5	Cheating: <ul style="list-style-type: none"> ▪ Punishment of cheating will be according to the general policy of the university in this respect.
6	Plagiarism: <ul style="list-style-type: none"> ▪ Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.
7	Other policies: <ul style="list-style-type: none"> ▪ General policies of the Students' Affairs of the University and the Quality Assurance Unit.

University:
Faculty:
Department:
Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Template for Course Plan (Syllabus)

II. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member	Dr. Taha Abdul-Aziz Kaid	Office Hours					
Location Telephone No.	77179400	SAT	SUN	MON	TUE	WED	THU
E-mail	Taha_kaid@yahoo.com						

III. Course Identification and General Information:					
1	Course Title:	Introduction To Microbiology			
2	Course Number & Code:				
3	Credit hours:	C.H			Total
		Th.	Pr.	Tr.	
		2	2		3
4	Study level/ semester at which this course is offered:	Level 2 / semester 1			
5	Prerequisite:	Biology			
	Co-requisite:	None			
7	Program (s) in which the course is offered:	Bachelor degree of Medical Laboratories			

8	Language of teaching the course:	English
9	Location of teaching the course:	The National University (Hall & lab)
10	Prepared by:	Dr. Taha Abdul-Aziz Kaid
11	Date of approval:	

IV. Course description:

This required course introduces and provides the students with knowledge to differential between prokaryotes, eukaryote, and describe the structural components of microorganisms and the functions of these components; also to classify microorganisms as archaea, bacteria, viruses, fungi or protozoa and to describe host-parasite relationship (normal flora, pathogen), modes of transmission and infection used by microbes, bacterial genetics and gene cloning. As well as to understand the methods of sterilization and disinfection as well as antimicrobial agent and the mechanisms leading to resistance to anti-microbial agents. It is also Give the students practical skill in uses the different technique and basic identification methods to known the microorganism.

V. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

1. Define major concepts of microbiology, prokaryotic and eukaryotic cells..
2. Describe the structure and function of different components of the bacterial cell wall, cell membrane, internal structures and external structures.
3. List the different physical and chemical factors that effect of bacterial culture growth.
4. Explain the different relationships between hosts and microbes and the virulence factor that contributes to the pathogenicity of microorganism.
5. Describe the most important methods of sterilization, disinfectant and antiseptic and how classification.
6. Describe the antimicrobial chemotherapeutic agents: types, spectra of actions, modes of actions, their clinical use, mechanisms of resistance to antibiotics, and methods of investigation, and control of resistance.
7. Differentiate between prokaryotic and eukaryotic cells.
8. Analyze the different relationships between hosts and microbes and the factors that play major role.
9. Evaluate the properties, uses, side effects, and mode of action of antibacterial agents.
10. Distinguish between methods of sterilization and disinfectant.
11. Apply quality control and biosafety precautions in the microbiology laboratory to work in a risk-free environment.
12. Prepare different media and perform different biochemical tests and staining in the lab to differentiate the normal flora from the pathogenic microorganisms.
13. Perform the sensitivity test to determination the sensitive and resistance microorganism in deferent clinical specimens.
14. Use effectively different computer skills such as internet, word processing and data sheet to interpret and analysis of result and compare it with other internal or external laboratories.
15. Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.
16. Study independently for continuous self-learning and plan research studies to achieve goals.

CV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction of microbiology	a1–a2;	History	1	2
2	Differential between prokaryotes, eukaryote	a1; b1	Definition, bacteria, virus, fungi	1	2
3	Bacterial morphology	a1–a2; b2;d1,d3	Bacterial structure, function of cell component, spore	1	2
4	Bacterial physiology	a1,a3; d1–d3	Microbial growth curve, physical and chemical factors.	1	2
5	Classification of bacteria and viruses,	a1,a4; b1, d1–d3	Definition, types of classification methods	1	2
6	Host-parasite relationship	a1,a4; b2; d1–d3	normal flora, pathogen, virulence factors.	1	2
7	Epidemiological aspects, Transmission source and mode of infection. Pathogenicity and toxogenicity	a1,a4; b2; d1–d3	Definition of epidemiological aspect, pathogenicity, methods of diseases transmission	1	2
8	Mid-semester exam	a1–a5,b1-b2	-----	1	2
9	Normal flora	a1,a2,a4; b2; d1–d3	Definition, classification	1	2
11	Sterilization and disinfection	a1,a5; b4, d1–d3	Definition and methods	1	2
12	Bacterial genetics, gene cloning	a1,d1–d3	Definition, DNA replication, plasmids and bacteriophage	1	2
13	Antimicrobial Agents: Therapy and Resistance1	a6; b4, d1–d3	Definition, mechanism of action, complication of antibacterial chemotherapy. Mechanisms of Resistance.	1	2
14	Antimicrobial Agents: Therapy and Resistance2	a6; b4; d1–d3	Type of antibiotics, Structure, Mode of action, Spectrum	1	2
15	Revision and discussion	a1-a6, b1-b4,		1	2
16	Final Exam	a1-a6, b1-b4,		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	General information about safety precaution inside the lab	c1-c4	1	2
2	Sterilization and disinfection methods	c1-c4	1	2
3	Instrumentation	c1-c4	1	2
4	Staining Gram stain, simple stains	c1-c4	1	2
5	Staining Acid fast stain, Negative staining	c1-c3	1	2
6	Preparation Of Media Selective medium and Differential medium	c1-c4	1	2
7	Mid-semester exam	c1-c4	1	2
8	Preparation Of Biochemical Tests	c1-c4	1	2
9	Preparation Of Biochemical Tests	c1-c3	1	2
10	Preparation Of Sensitivity Test	c1-c3	1	2
11	Report writing for result of sensitivity test	c1-c3	1	2
12	Final review	c1-c4	1	2
13	Final Exame	c1-c4	1	2
Number of Weeks / Units per Semester			13	26

VI. Teaching strategies of the course

- Lectures using power point presentation.
- Discussion-oriented and interactive teaching (such as brainstorming)
- Group discussions and seminars
- Self-study modules
- Laboratory demonstrations and practice

Assignments

- Short exams (quizzes), discussions and oral tests.
- Theoretical and practical mid-semester exams.
- Laboratory logbooks and reports.
- Final theoretical and practical exams.

VII. Learning Resources:

40- Required Textbook(s) (maximum two)

VIII. Schedule of Assessment Tasks for Students During the Semester		7- Tille, P.M. (2017). Bailey & Scott's Diagnostic Microbiology . 14 th ed. Elsevier			
		8- Brooks, G.F.; Carroll, K. C.; Butel, J.S.; Morse, S. A. (2007): Jawetz, Melnick & Adelberg's Medical Microbiology . 24 ed. McGraw-Hill.			
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Participation and quizzes	Weekly	10	10.0%	a1-a4, b1, b2, c1-c4, d1-d3
2	Practical mid-semester exam	7 th	10	10.0%	a1-a4
3	Theoretical mid-semester exam	8 th	20	20.0%	a1-a4; b2,b3;d1-d3
4	Final Exam (theoretical)	16 th	40	40.0%	a1-a7,b1-b4,
5	Final Exam (practical)	13 th	20	20.0%	c1-c4
Total			100	100%	

Microbiology. 2nd ed. New York: Cambridge University Press.

6- Patrick R. Murray, Ken S. Rosenthal, Michael A. Pfaller (2005). **Medical Microbiology**. 8th ed. Philadelphia: Elsevier/Mosby.

43- Electronic Materials and Web Sites, etc.

- 18- Periodicals (PubMed, Science direct)
- 19- Microbiology Journals (Clinical Microbiology Newsletter. Published by Elsevier Publishing Company. Clinical Microbiology Reviews. Published by American Society for Microbiology.)
- 20- Web sites of Microbiology
- http://www.microbe.org/microbes/virus_or_bacterium/
- <http://www.bact.wisc.edu/Bact330/330/>
- <http://www.microbiology.tulane.edu/>
- http://www.tulane.edu/~dmsander/Big_Virology/BVHome.html
- <http://www.mic.ki.se/Diseases/>
- <http://www.med.sc.edu:85/book/>
- <http://www.biology.arizona.edu/immunology/microbiology/>

44- Other Learning Materials

- 13- Educational videos
- 14- Fixed slide spots of gram staining.
- 15- Specimen suspensions

IX. Course Policies:

1	Class Attendance: <ul style="list-style-type: none"> Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam
2	Tardiness: <ul style="list-style-type: none"> Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.
3	Exam Attendance/Punctuality:

	<ul style="list-style-type: none"> ▪ Exam attendance is obligatory unless being excused by the department and faculty. ▪ Absence from assignments or exams will be dealt with according to the general policy of the university.
4	Assignments & Projects: <ul style="list-style-type: none"> ▪ Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator. ▪ Projects: Not applicable.
5	Cheating: <ul style="list-style-type: none"> ▪ Punishment of cheating will be according to the general policy of the university in this respect.
6	Plagiarism: <ul style="list-style-type: none"> ▪ All types of plagiarism are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports, the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.
7	Other policies: <ul style="list-style-type: none"> ▪ Students must switch off their mobile phones; electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.

University:

Faculty:

Department:

Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Course Specification

I. Course Identification and General Information:						
1	Course Title:	Medical Biochemistry I				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2	training	exercise	3
4	Study level/ semester at which this course is offered:	Second year/first semester				
5	Pre -requisite (if any):	Chemistry and Biology				
6	Co -requisite (if any):					
7	Program (s) in which the course is offered:	Bachelor of Medical Laboratories				
8	Language of teaching the course:	English				

9	Location of teaching the course:	The National University
10	Prepared by:	Dr. Mohammed Abdulwahed
11	Date of approval:	

II. Course description:

The courses Biochemistry are designed for laboratory students having their first exposure to biochemistry. The sequence provides a comprehensive survey of the major topics in biochemistry, with the objective of developing the tools necessary to understand biological processes in chemical terms. The courses focuses on the structural organization and function of the major components of living cells: proteins, carbohydrates, lipids, nucleic acids vitamins. It also imparts knowledge about the catalytic role of enzymes, their structure, physicochemical, kinetic and regulatory properties and mechanism of action.

III. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

1. Identify applications of the biochemistry in the life
2. Recognize the general structures and functions of biological molecules.
3. Demonstrate the structural differences between DNA and RNA.
4. Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.
5. Classify the Carbohydrates, Lipids, Proteins, Vitamins & Enzymes Into major groups with examples of each group
6. Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.
7. Appraise the role of biomolecules in life.
8. Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.
9. Plan and continuously share in self-learning activities and in mentorship activities.
10. Prepare biological samples for analysis.
11. Identify the biochemical results tests in human biological samples.
12. Perform chemical tests to study the properties of biomolecules.
13. Demonstrate critical thinking, problem- solving and decision-making abilities.
14. Interpret the different result tests for measurements
15. Write reports and essay on different scientific items in the field of biochemistry
16. Report the biochemical results in printable sheets
17. Use the language of medicine and modes of modern IT in communication with other health team members.
18. Perform library search and retrieval of information.

IV. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Recognize the fundamental theoretical concepts of biochemistry.	a1-	Identify applications of the biochemistry in the life
A2-	Define and describe the chemistry of biomolecules including; carbohydrates, amino acids, proteins, nucleic acids, lipids, steroids, vitamins and enzymes.	a2-	Recognize the general structures and functions of biological molecules.
		a3-	Demonstrate the structural differences between DNA and RNA.
		a4-	Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.
		a5-	Classify the Carbohydrates, Lipids, Proteins, Vitamins& Enzymes Into major groups with examples of each group
		a6-	Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		Lectures using power point and blackboard learning programs - Continuous discussion	Written Exams and Quizzes containing the following types of question:. <i>Define, enumerate, mention, give an account (Paper based and Blackboard based Quizzes)</i> - Assignments evaluations
a1-	Identify applications of the biochemistry in the life		
a2-	Recognize the general structures and functions of biological molecules.		
a3-	Demonstrate the structural differences between DNA and RNA.		
a4-	Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.		
a5-	Classify the Carbohydrates, Lipids, Proteins, Vitamins& Enzymes Into major groups with examples of each group		
a6-	Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:

Intellectual Skills

Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Distinguish interrelationships of biochemistry and medicine.	b1-	Appraise the role of biomolecules in life.
B2-	Correlate causes, mechanism and effect of diseases based on knowledge of carbohydrate, lipid or protein biochemistry and vitamins or enzyme deficiency	b2-	Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.
		b3-	Plan and continuously share in self-learning activities and in mentorship activities.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		Lectures using power point and blackboard learning programs - Small group discussion	Written Exams and Quizzes containing the following types of question: Compare, Match, MCQ, Justify and Give reasons
b1-	Appraise the role of biomolecules in life.		
b2-	Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.		
b3-	Plan and continuously share in self-learning activities and in mentorship activities.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Demonstrate creativity and time management abilities.	c1-	Prepare biological samples for analysis.
C2-	Show professional responsibility and respect the compliance to work through systems.	c2-	Identify the biochemical results tests in human biological samples.
C3-	Work constructively in a group, cooperating with their leaders and seniors.	c3-	Perform chemical tests to study the properties of biomolecules.
		c4-	Demonstrate critical thinking, problem-solving and decision-making abilities.

	c5-	Interpret the different result tests for measurements
Teaching And Assessment Methods For Achieving Learning Outcomes:		
Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		
c1-	Prepare biological samples for analysis.	Evaluation of the role of each student in research assignment - Continuous oral discussions - Continuous flow up for attendance and discussion participation - Evaluation of students presentations
c2-	Identify the biochemical results tests in human biological samples.	
c3-	Perform chemical tests to study the properties of biomolecules.	
c4-	Demonstrate critical thinking, problem- solving and decision-making abilities.	
c5-	Interpret the different result tests for measurements	

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

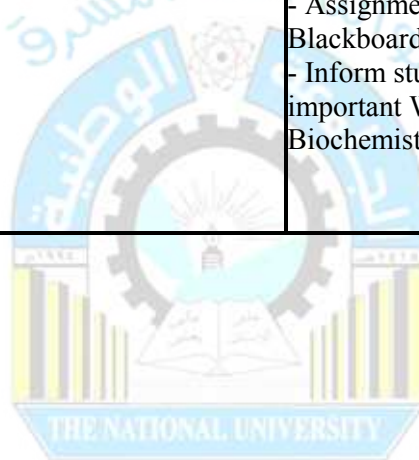
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Communicate professionally to colleagues and other members of the health care team.	d1-	Write reports and essay on different scientific items in the field of biochemistry
D2-	Maintain a suitable image in manner, dress, speech and relationships that is consistent with the medical profession.	d2-	Report the biochemical results in printable sheets
D3-	Use modes of modern IT communication.	d3-	Use the language of medicine and modes of modern IT in communication with other health team members.
D4-	Work in group & team in the laboratory	d4-	Perform library search and retrieval of information.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies/methods to be used.	Methods of assessment
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After participating in the course, students would be able to:		- Continuous evaluation of students communications and participation during class	- Small group discussion
d1-	Write reports and essay on different scientific items in the field of biochemistry	- Continuous discussions with student (Oral discussion)	- Research assignments in groups
d2-	Report the biochemical results in printable sheets	- Evaluation of research assignments	- Students discussion and scientific communication
d3-	Use the language of medicine and modes of modern IT in communication with other health team members.		- Encouragement of students to have a good official appearance
d4-	Perform library search and retrieval of information.	are available on blackboard - Assignments and Quizzes on Blackboard program - Inform students with the most important Websites of Biochemistry	- Lectures and practicals



V. Course Content:

1 - Course Topics/Items:

1 - Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	<ul style="list-style-type: none"> Introduction to Biochemistry Cells :The units of life 	a1, a2, a4,a5, b1, b3, c3, c4,d	<ul style="list-style-type: none"> Definition of biochemistry. Aims of Biochemistry Study. Relationship between biochemistry and Medicine. Cell types, structure and disease. 	1	2
2	Carbohydrate biochemistry	a1, a2, a4,a5, b1, b3, c3, c4,d	Definition, importance, classification and properties. Monosaccharides. Oligosaccharides & disaccharides Polysaccharides	3	6

3	Lipids biochemistry	a1, a2, a4,a5, b1, b3, c3 c4,d	Definition, importance, classification and properties. Fatty acids and waxes. Compound lipids (phospholipids, glycolipids) Derived lipids (cholesterol, steroids and bile acids)	3	6
4	Amino Acids biochemistry	a1, a2, a4,a5, b1, b3, c3 c4,d	Definition, importance, classification and properties.	1	2
5	Midterm exam	a1, a2, a3 a4, a5,a6,b1,b3, c1, c2c3,c4, d1, d3		1	2
6	Proteins biochemistry	a1, a2, a3 a4, a5,a6,b1,b3, c1, c2c3,c4, d1, d	Definition, importance, classification and properties. Protein structure and denaturation. Plasma proteins	1	2
7	Nucleic Acids	a1, a2, a3 a4, a5, b1, b3, c3, c4,d	Definition, importance, classification and properties. DNA & RNA structure, properties and types.	1	2
8	Enzymes	a1, a2, a4, a5, a6 b1, b3, c3, c4,d3	Definition, importance, classification and properties. Specificity and active site Enzyme inhibition.	1	2
9	Vitamins biochemistry	a1, a2, a4,a5, b1, b3, c3 c4,d	Definition, classification and properties. Sources, role and diseases due to vitamins deficiency.	1	2
10	Final exam	a1, a2, a3 a4, a5,a6,b1,b3, c1, c2c3,c4, d1, d		1	2
Number of Weeks /and Units Per Semester				14	28

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Introduction of biochemistry. Lab.: safety requirements list of experiments, How the reports done. etc.	a1, a2, a4,a5, b1, b2, c1, c2, c3 c4, c5, d1, d2,	1	2

		d3,d4		
2	Carbohydrates: Monosaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	2	4
3	Carbohydrates: Disaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	2	4
4	Lipids: Physicochemical properties, in vitro identification of cholesterol & Triacylglycerol.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
5	Bioassay of cholesterol in human blood	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
6	Proteins and amino acids: Physicochemical properties, in vitro identification of certain types of amino acids & proteins.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
7	Bioassay of enzymes related to hepatic function For example GPT, GOT	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
8	FINAL EXAM	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
Number of Weeks /and Units Per Semester			10	20

Teaching strategies of the course:

- To educate students about the basic features of Biochemistry and to provide students with an understanding of carbohydrate ,lipid ,proteins, vitamins, nucleic acid and enzymes chemistry by **other teaching strategies such as focus group discussion, observations, assignment tasks.**

Assignments:

- To familiarize students with the Medical importance /functions of biomolecules , as well as their daily requirement and diseases due to vitamin

Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	weekly	10	10.0%	a1,a2, a3, a4 , ,b1 ,b2 ,b3 ,c1 ,d1 ,d2 ,d3
2	Practical mid-semester exam	7 th	10	10.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d2

3	Theoretical mid-semester exam	8 th	20	20.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d
5	Final Exam (theoretical)	16 th	40	40.0%	A a1, a2, a3 a4, a5, b1, b2, b3 c1 c2, c d1, d2, d

VI. Learning Resources:

1- Required Textbook(s) (maximum two)

1. Champ P ~~Total~~ Harvey, RA, (2008) .Lippincott's illustrated reviews in Biochemistry. 100% 100%

2. Chinde Rana, Chatterjea (2005). Text Book of Biochemistry, 6th ed., JAYPEE brothers. New Delhi

2- Recommended Readings and Reference Materials

3- Essential References

1. Principles of Biochemistry : Lehniger , Fourth Edition
2. Harper's Biochemistry : R. K. Murray and Grannor
3. Biochemistry : Luberrt Strayer .by freeman latest edition ISBN: 071620094
4. Practical - Clinical Biochemistry - Volume 1 : Harold Yarkey

4- Electronic Materials and Web Sites etc.

1. Periodicals
2. Biochemistry Journals
3. Web sites of Biochemistry
 - [http:// highwire stanford.edu.](http://highwire.stanford.edu)
 - [http// www.nln.nib.gov./](http://www.nln.nib.gov/)
 - [http// mbc.Harvard.Edu/biolinks.html](http://mbc.harvard.edu/biolinks.html)
 - [www.biogyrizona .edu](http://www.biogyrizona.edu)

5- Other Learning Material.

VII. Students' Support:

Office Hours/week	Other Procedures (if any)

VIII. Facilities Required:

1 - Accommodation:	<input type="checkbox"/>
2 - Computing resources:	<input type="checkbox"/>

IX. Course Improvement Processes:	
1- Strategies for obtaining student feedback on effectiveness of teaching.	
	<ul style="list-style-type: none"> • Students questioner once during semester • Students Faculty meeting (once during semester) • Faculty-students periodical meeting (during office hours)
2- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> • Faculty annual evaluation including teaching by the department and the university
3- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> • Attendance of Faculty to workshops offered by Teaching and Learning Development Department • Periodical revision of the method of teaching and the course outcomes ▪ Review of annual course assessment
4- Processes for verifying standards of students' achievement	
	Check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution.
5- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

X. Course Policies:	
1	Class Attendance:
2	Tardiness:
3	Exam Attendance/Punctuality:
4	Assignments & Projects:
5	Cheating:
6	Plagiarism:
7	Other policies:

University:
Faculty:
Department:
Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Template for Course Plan (Syllabus)

X. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

X. Course Identification and General Information:						
1	Course Title: Medical Biochemistry I					
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2	training	exercise	3
4	Study level/ semester at which this course is offered:	Second year/first semester				
5	Pre -requisite (if any):	Chemistry and Biology				
6	Co -requisite (if any):					
7	Program (s) in which the course is offered:	Bachelor of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The National University				
10	Prepared by:	Dr. Mohammed Abdulwahed				
11	Date of approval:					

الجامعة الوطنية
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XI. Course description:
<p>The courses Biochemistry are designed for laboratory students having their first exposure to biochemistry. The sequence provides a comprehensive survey of the major topics in biochemistry, with the objective of developing the tools necessary to understand biological processes in chemical terms.</p> <p>The courses focuses on the structural organization and function of the major components of living cells: proteins, carbohydrates, lipids, nucleic acids vitamins. It also imparts knowledge about the catalytic role of</p>

enzymes, their structure, physicochemical, kinetic and regulatory properties and mechanism of action.



XII. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

1. Identify applications of the biochemistry in the life
2. Recognize the general structures and functions of biological molecules.
3. Demonstrate the structural differences between DNA and RNA.
4. Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.
5. Classify the Carbohydrates, Lipids, Proteins, Vitamins & Enzymes Into major groups with examples of each group
6. Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.
7. Appraise the role of biomolecules in life.
8. Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.
9. Plan and continuously share in self-learning activities and in mentorship activities.
10. Prepare biological samples for analysis.
11. Identify the biochemical results tests in human biological samples.
12. Perform chemical tests to study the properties of biomolecules.
13. Demonstrate critical thinking, problem- solving and decision-making abilities.
14. Interpret the different result tests for measurements
15. Write reports and essay on different scientific items in the field of biochemistry
16. Report the biochemical results in printable sheets
17. Use the language of medicine and modes of modern IT in communication with other health team members.
18. Perform library search and retrieval of information.

XIII. Course Content:

1 - Course Topics/Items:

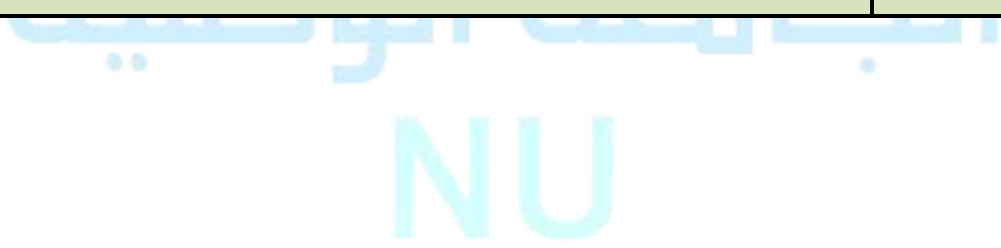
1 - Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hour
1	<ul style="list-style-type: none"> Introduction to Biochemistry Cells :The units of life 	a1, a2, a4, a5, b1, b3, c3, c4, d	<ul style="list-style-type: none"> Definition of biochemistry. Aims of Biochemistry Study. Relationship between biochemistry and Medicine. Cell types, structure and disease. 	1	2
2	Carbohydrate biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d	Definition, importance, classification and properties. Monosaccharides. Oligosaccharides & disaccharides Polysaccharides	3	6
3	Lipids biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d	Definition, importance, classification and properties. Fatty acids and waxes. Compound lipids (phospholipids, glycolipids) Derived lipids (cholesterol, steroids and bile acids)	3	6
4	Amino Acids biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d	Definition, importance, classification and properties.	1	2
5	Midterm exam	a1, a2, a3 a4, a5, a6, b1, b3, c1, c2, c3, c4, d1, d3		1	2
6	Proteins biochemistry	a1, a2, a3 a4, a5, a6, b1, b3, c1, c2, c3, c4, d1, d	Definition, importance, classification and properties. Protein structure and denaturation. Plasma proteins	1	2
7	Nucleic Acids	a1, a2, a3 a4, a5, b1, b3, c3, c4, d	Definition, importance, classification and properties. DNA & RNA structure, properties and types.	1	2
8	Enzymes	a1, a2, a4, a5, a6 b1, b3, c3, c4, d3	Definition, importance, classification and properties.	1	2

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Introduction of biochemistry. Lab.: safety requirements list of experiments, How the reports done. etc.	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	1	2
2	Carbohydrates: Monosaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	2	4
3	Carbohydrates: Disaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	2	4
4	Lipids: Physicochemical properties, in vitro identification of cholesterol & Triacylglycerol.	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	1	2
5	Bioassay of cholesterol in human blood	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	1	2
6	Proteins and amino acids: Physicochemical properties, in vitro identification of certain types of amino acids & proteins.	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	1	2
7	Bioassay of enzymes related to hepatic function For example GPT, GOT	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	1	2
8	FINAL EXAM	a1, a2, a4, a b1, b2, c1, c2, c3 c4, c5, d1, d2, d3, d4	1	2
Number of Weeks /and Units Per Semester			10	20

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Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	weekly	10	10.0%	a1,a2, a3, a4 , ,b1 ,b2 ,b3 ,c1 ,d1 ,d2 ,d3
2	Practical mid-semester exam	7 th	10	10.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d2
3	Theoretical mid-semester exam	8 th	20	20.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d2
5	Final Exam (theoretical)	16 th	40	40.0%	A a1, a2, a3 a4, a5, b1, b2, b3 c1 c2, c3 d1, d2, d3
6	Final Exam (practical)	13 th	20	20.0%	A a1, a2, a4, a5 b1, b2, c1, c2, c3, c4, c5 d1, d2, d3, d4
Total			100	100%	

XIV. Students' Support:

Office Hours/week	Other Procedures (if any)

XV. Learning Resources:

6- Required Textbook(s) (maximum two)

1. Champ PC and Harvey, RA, (2008) .Lippincott's illustrated reviews in Biochemistry.
2. Chinde Rana, Chatterjea (2005). Text Book of Biochemistry, 6th ed., JAYPEE brothers. New Delhi

7- Recommended Readings and Reference Materials

8- Essential References

5. Principles of Biochemistry : Lehniger , Fourth Edition
6. Harper's Biochemistry : R. K. Murray and Grannor
7. Biochemistry : Luberrt Strayer .by freeman latest edition ISBN: 071620094
8. Practical - Clinical Biochemistry - Volume 1 : Harold Yarkey

9- Electronic Materials and Web Sites etc.

4. Periodicals
5. Biochemistry Journals
6. Web sites of Biochemistry
 - <http://highwire.stanford.edu>.
 - <http://www.nIn.nib.gov/>

	<ul style="list-style-type: none"> • http:// mbc.Harvard.Edu/biolinks.html • www.biolgyrizona .edu
10- Other Learning Material.	

XVI. Facilities Required:	
1 - Accommodation:	<input type="checkbox"/>
2 - Computing resources:	<input type="checkbox"/>

XVII. Course Improvement Processes:	
4- Strategies for obtaining student feedback on effectiveness of teaching.	
	<ul style="list-style-type: none"> • Students questioner once during semester • Students Faculty meeting (once during semester) • Faculty-students periodical meeting (during office hours)
5- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> • Faculty annual evaluation including teaching by the department and the university
6- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> • Attendance of Faculty to workshops offered by Teaching and Learning Development Department • Periodical revision of the method of teaching and the course outcomes ▪ Review of annual course assessment
5- Processes for verifying standards of students' achievement	
	Check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution.
6- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

University:
Faculty:
Department:
Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Course Specification

XVIII. Course Identification and General Information:						
1	Course Title:	Medical Biochemistry I				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2	training	exercise	3
4	Study level/ semester at which this course is offered:	Second year/first semester				
5	Pre -requisite (if any):	Chemistry and Biology				
6	Co -requisite (if any):					
7	Program (s) in which the course is offered:	Bachelor of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The National University				
10	Prepared by:	Dr. Mohammed Abdulwahed				
11	Date of approval:					

XIX. Course description:

The courses Biochemistry are designed for laboratory students having their first exposure to biochemistry. The sequence provides a comprehensive survey of the major topics in biochemistry, with the objective of developing the tools necessary to understand biological processes in chemical terms.

The courses focuses on the structural organization and function of the major components of living cells: proteins, carbohydrates, lipids, nucleic acids vitamins. It also imparts knowledge about the catalytic role of enzymes, their structure, physicochemical, kinetic and regulatory properties and mechanism of action.

XX. Intended learning outcomes (ILOs) of the course:

- At the end of this course, the students will be able to
19. Identify applications of the biochemistry in the life
 20. Recognize the general structures and functions of biological molecules.
 21. Demonstrate the structural differences between DNA and RNA.
 22. Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.
 23. Classify the Carbohydrates, Lipids, Proteins, Vitamins& Enzymes Into major groups with examples of each group
 24. Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.
 25. Appraise the role of biomolecules in life.
 26. Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.
 27. Plan and continuously share in self-learning activities and in mentorship activities.

28. Prepare biological samples for analysis.
29. Identify the biochemical results tests in human biological samples.
30. Perform chemical tests to study the properties of biomolecules.
31. Demonstrate critical thinking, problem- solving and decision-making abilities.
32. Interpret the different result tests for measurements
33. Write reports and essay on different scientific items in the field of biochemistry
34. Report the biochemical results in printable sheets
35. Use the language of medicine and modes of modern IT in communication with other health team members.
36. Perform library search and retrieval of information.

XXI. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Knowledge and Understanding.**

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Recognize the fundamental theoretical concepts of biochemistry.	a1-	Identify applications of the biochemistry in the life
A2-	Define and describe the chemistry of biomolecules including; carbohydrates, amino acids, proteins, nucleic acids, lipids, steroids, vitamins and enzymes.	a2-	Recognize the general structures and functions of biological molecules.
		a3-	Demonstrate the structural differences between DNA and RNA.
		a4-	Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.
		a5-	Classify the Carbohydrates, Lipids, Proteins, Vitamins & Enzymes Into major groups with examples of each group
		a6-	Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		Lectures using power point and blackboard learning programs - Continuous discussion	Written Exams and Quizzes containing the following types of question:. <i>Define, enumerate, mention, give an account (Paper based and Blackboard</i>
a1-	Identify applications of the biochemistry in the life		
a2-	Recognize the general structures and functions of biological molecules.		

a3-	Demonstrate the structural differences between DNA and RNA.		based Quizzes) - Assignments evaluations
a4-	Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.		
a5-	Classify the Carbohydrates, Lipids, Proteins, Vitamins & Enzymes Into major groups with examples of each group		
a6-	Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual Skills

Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Distinguish interrelationships of biochemistry and medicine.	b1-	Appraise the role of biomolecules in life.
B2-	Correlate causes, mechanism and effect of diseases based on knowledge of carbohydrate, lipid or protein biochemistry and vitamins or enzyme deficiency	b2-	Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.
		b3-	Plan and continuously share in self-learning activities and in mentorship activities.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		- Lectures using power point and blackboard learning programs - Small group discussion	Written Exams and Quizzes containing the following types of question: Compare, Match, MCQ, Justify and Give reasons
b1-	Appraise the role of biomolecules in life.		
b2-	Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.		
b3-	Plan and continuously share in self-learning activities and in mentorship activities.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills
After completing this program, students would be able to:	After participating in the course, students would be able to:
C1- Demonstrate creativity and time management abilities.	c1- Prepare biological samples for analysis.
C2- Show professional responsibility and respect the compliance to work through systems.	c2- Identify the biochemical results tests in human biological samples.
C3- Work constructively in a group, cooperating with their leaders and seniors.	c3- Perform chemical tests to study the properties of biomolecules.
	c4- Demonstrate critical thinking, problem- solving and decision-making abilities.
	c5- Interpret the different result tests for measurements

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:	Management of the time during exams, assignments and presentations	Evaluation of the role of each student in research assignment
c1- Prepare biological samples for analysis.	- Research assignments - Active learning	- Continuous oral discussions
c2- Identify the biochemical results tests in human biological samples.	- Continuous feedback and discussion - Small group discussion	- Continuous flow up for attendance and discussion participation
c3- Perform chemical tests to study the properties of biomolecules.	- Presentations assignments	- Evaluation of students presentations
c4- Demonstrate critical thinking, problem- solving and decision-making abilities.		
c5- Interpret the different result tests for measurements		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills	Course Intended Learning Outcomes (CILOs) in General / Transferable skills

After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Communicate professionally to colleagues and other members of the health care team.	d1-	Write reports and essay on different scientific items in the field of biochemistry
D2-	Maintain a suitable image in manner, dress, speech and relationships that is consistent with the medical profession.	d2-	Report the biochemical results in printable sheets
D3-	Use modes of modern IT communication.	d3-	Use the language of medicine and modes of modern IT in communication with other health team members.
D4-	Work in group & team in the laboratory	d4-	Perform library search and retrieval of information.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		- Continuous evaluation of students communications and participation during class - Continuous discussions with student (Oral discussion) - Evaluation of research assignments are available on blackboard - Assignments and Quizzes on Blackboard program - Inform students with the most important Websites of Biochemistry	- Small group discussion - Research assignments in groups - Students discussion and scientific communication - Encouragement of students to have a good official appearance - Lectures and practicals
d1-	Write reports and essay on different scientific items in the field of biochemistry		
d2-	Report the biochemical results in printable sheets		
d3-	Use the language of medicine and modes of modern IT in communication with other health team members.		
d4-	Perform library search and retrieval of information.		

XXII. Course Content:

1 - Course Topics/Items:

1 - Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hour
1	<ul style="list-style-type: none"> Introduction to Biochemistry Cells :The units of life 	a1, a2, a4, a, b1, b3, c3, c4, d	<ul style="list-style-type: none"> Definition of biochemistry. Aims of Biochemistry Study. Relationship between biochemistry and Medicine. Cell types, structure and disease. 	1	2

2	Carbohydrate biochemistry	a1, a2, a4,a5 ,b1, b3, c3 c4,d	Definition, importance, classification and properties. Monosaccharides. Oligosaccharides & disaccharides Polysaccharides	3	6
3	Lipids biochemistry	a1, a2, a4,a5 ,b1, b3, c3 c4,d	Definition, importance, classification and properties. Fatty acids and waxes. Compound lipids (phospholipids, glycolipids) Derived lipids (cholesterol, steroids and bile acids)	3	6
4	Amino Acids biochemistry	a1, a2, a4,a5 ,b1, b3, c3 c4,d	Definition, importance, classification and properties.	1	2
5	Midterm exam	a1, a2, a3 a4 ,a5,a6,b1,b3, c1, c2c3,c4, d1, d3		1	2
6	Proteins biochemistry	a1, a2, a3 a4 ,a5,a6,b1,b3, c1, c2c3,c4, d1, d	Definition, importance, classification and properties. Protein structure and denaturation. Plasma proteins	1	2
7	Nucleic Acids	a1, a2, a3 a4, a5, b1, b3, c3, c4,d	Definition, importance, classification and properties. DNA & RNA structure, properties and types.	1	2
8	Enzymes	a1, a2, a4, a5, a6 b1, b3, c3, c4,d3	Definition, importance, classification and properties. Specificity and active site Enzyme inhibition.	1	2
9	Vitamins biochemistry	a1, a2, a4,a5 ,b1, b3, c3 c4,d	Definition, classification and properties. Sources, role and diseases due to vitamins deficiency.	1	2
10	Final exam	a1, a2, a3 a4 ,a5,a6,b1,b3, c1, c2c3,c4,		1	2

		d1, d		
Number of Weeks /and Units Per Semester			14	28

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Introduction of biochemistry. Lab.: safety requirements list of experiments, How the reports done. etc.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
2	Carbohydrates: Monosaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	2	4
3	Carbohydrates: Disaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	2	4
4	Lipids: Physicochemical properties, in vitro identification of cholesterol & Triacylglycerol.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
5	Bioassay of cholesterol in human blood	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
6	Proteins and amino acids: Physicochemical properties, in vitro identification of certain types of amino acids & proteins.	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
7	Bioassay of enzymes related to hepatic function For example GPT, GOT	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
8	FINAL EXAM	a1, a2, a4, a ,b1, b2, c1, c2, c3 c4, c5, d1, d2, d3,d4	1	2
Number of Weeks /and Units Per Semester			10	20

Teaching strategies of the course:

- To educate students about the basic features of Biochemistry and to provide students with an understanding of carbohydrate ,lipid ,proteins, vitamins, nucleic acid and enzymes chemistry by other teaching strategies such as focus group discussion, observations, assignment tasks.

Assignments:

- To familiarize students with the Medical importance /functions of biomolecules , as well as their daily requirement and diseases due to vitamin

Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	weekly	10	10.0%	a1,a2, a3, a4 , ,b1 ,b2 ,b3 ,c1 ,d1 ,d2 ,d3
2	Practical mid-semester exam	7 th	10	10.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d2
3	Theoretical mid-semester exam	8 th	20	20.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d2
5	Final Exam (theoretical)	16 th	40	40.0%	A a1, a2, a3 a4, a5, b1, b2, b3 c1 c2, c3 d1, d2, d3
6	Final Exam (practical)	13 th	20	20.0%	A a1, a2, a4, a5 b1, b2, c1, c2, c3, c4, c5 d1, d2, d3, d4
Total			100	100%	

XXIII. Students' Support:

Office Hours/week	Other Procedures (if any)

XXIV. Learning Resources:

11- Required Textbook(s) (maximum two)

1. Champ PC and Harvey, RA, (2008) .Lippincott's illustrated reviews in Biochemistry.
2. Chinde Rana, Chatterjea (2005). Text Book of Biochemistry, 6th ed., JAYPEE brothers. New Delhi

12- Recommended Readings and Reference Materials

13- Essential References

9. Principles of Biochemistry : Lehninger , Fourth Edition
10. Harper's Biochemistry : R. K. Murray and Grannor
11. Biochemistry : Luberrt Strayer .by freeman latest edition ISBN: 071620094
12. Practical - Clinical Biochemistry - Volume 1 : Harold Yarkey

14- Electronic Materials and Web Sites etc.

7. Periodicals
8. Biochemistry Journals
9. Web sites of Biochemistry
 - <http://highwire.stanford.edu>.

	<ul style="list-style-type: none"> • http// www.nln.nib.gov/ • http// mbc.Harvard.Edu/biolinks.html • www.biolgyrizona .edu
15- Other Learning Material.	

xxv. Facilities Required:	
1 - Accommodation:	<input type="checkbox"/>
2 - Computing resources:	<input type="checkbox"/>

xxvi. Course Improvement Processes:	
7- Strategies for obtaining student feedback on effectiveness of teaching.	
	<ul style="list-style-type: none"> • Students questioner once during semester • Students Faculty meeting (once during semester) • Faculty-students periodical meeting (during office hours)
8- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> • Faculty annual evaluation including teaching by the department and the university
9- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> • Attendance of Faculty to workshops offered by Teaching and Learning Development Department • Periodical revision of the method of teaching and the course outcomes ▪ Review of annual course assessment
6- Processes for verifying standards of students' achievement	
	Check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution.
7- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

XI. Course Policies:	
1	Class Attendance:
2	Tardiness:
3	Exam Attendance/Punctuality:
4	Assignments & Projects:

5	Cheating:	▪
6	Plagiarism:	▪
7	Other policies:	

University:
Faculty:
Department:
Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Template for Course Plan (Syllabus)

XI. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

XXVII. XXVIII. Course Identification and General Information:						
1	Course Title:	Medical Biochemistry I				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2	training	exercise	3
4	Study level/ semester at which this course is offered:	Second year/first semester				
5	Pre -requisite (if any):	Chemistry and Biology				
6	Co -requisite (if any):					
7	Program (s) in which the course is offered:	Bachelor of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The National University				
10	Prepared by:	Dr. Mohammed Abdulwahed				
11	Date of approval:					

XXIX. Course description:

The courses Biochemistry are designed for laboratory students having their first exposure to biochemistry. The sequence provides a comprehensive survey of the major topics in biochemistry, with the objective of developing the tools necessary to understand biological processes in chemical terms.

The courses focuses on the structural organization and function of the major components of living cells: proteins, carbohydrates, lipids, nucleic acids vitamins. It also imparts knowledge about the catalytic role of enzymes, their structure, physicochemical, kinetic and regulatory properties and mechanism of action.

XXX. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

19. Identify applications of the biochemistry in the life
20. Recognize the general structures and functions of biological molecules.
21. Demonstrate the structural differences between DNA and RNA.
22. Outline the functions of enzymes carbohydrates, lipids, amino acids, vitamins and nucleic acids.
23. Classify the Carbohydrates, Lipids, Proteins, Vitamins & Enzymes Into major groups with examples of each group
24. Learn the mechanism of enzyme catalyzed reactions and various factors affecting Enzyme activity.
25. Appraise the role of biomolecules in life.
26. Interpret different tests for measurements of glucose, lipids, proteins & enzymes in blood sample.
27. Plan and continuously share in self-learning activities and in mentorship activities.
28. Prepare biological samples for analysis.
29. Identify the biochemical results tests in human biological samples.
30. Perform chemical tests to study the properties of biomolecules.
31. Demonstrate critical thinking, problem- solving and decision-making abilities.
32. Interpret the different result tests for measurements
33. Write reports and essay on different scientific items in the field of biochemistry
34. Report the biochemical results in printable sheets
35. Use the language of medicine and modes of modern IT in communication with other health team members.
36. Perform library search and retrieval of information.

XXXI. Course Content:

1 - Course Topics/Items:

1 - Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	<ul style="list-style-type: none"> Introduction to Biochemistry Cells :The units of life 	a1, a2, a4, a5, b1, b3, c3, c4, d3	<ul style="list-style-type: none"> Definition of biochemistry. Aims of Biochemistry Study. Relationship between biochemistry and Medicine. Cell types, structure and disease. 	1	2
2	Carbohydrate biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d3	Definition, importance, classification and properties. Monosaccharides. Oligosaccharides & disaccharides Polysaccharides	3	6
3	Lipids biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d3	Definition, importance, classification and properties. Fatty acids and waxes. Compound lipids (phospholipids, glycolipids) Derived lipids (cholesterol, steroids and bile acids)	3	6
4	Amino Acids biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d3	Definition, importance, classification and properties.	1	2
5	Midterm exam	a1, a2, a3 a4, a5, a6, b1, b3, c1, c2, c3, c4, d1, d3		1	2
6	Proteins biochemistry	a1, a2, a3 a4, a5, a6, b1, b3, c1, c2, c3, c4, d1, d3	Definition, importance, classification and properties. Protein structure and denaturation. Plasma proteins	1	2
7	Nucleic Acids	a1, a2, a3 a4, a5, b1, b3, c3, c4, d3	Definition, importance, classification and properties. DNA & RNA structure, properties and types.	1	2

8	Enzymes	a1, a2, a4, a5, a6 b1, b3, c3, c4, d3	Definition, importance, classification and properties. Specificity and active site Enzyme inhibition.
9	Vitamins biochemistry	a1, a2, a4, a5, b1, b3, c3, c4, d	Definition, classification and properties. Sources, role and diseases due to vitamins deficiency.
10	Final exam	a1, a2, a3 a4, a5, a6, b1, b3, c1, c2, c3, c4, d1, d	
Number of Weeks /and Units Per Semester			

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Introduction of biochemistry. Lab.: safety requirements list of experiments, How the reports done. etc.	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	1	2
2	Carbohydrates: Monosaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	2	4
3	Carbohydrates: Disaccharides physicochemical properties, in vitro identification and differentiation.	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	2	4
4	Lipids: Physicochemical properties, in vitro identification of cholesterol & Triacylglycerol.	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	1	2
5	Bioassay of cholesterol in human blood	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	1	2
6	Proteins and amino acids: Physicochemical properties, in vitro identification of certain types of amino acids & proteins.	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	1	2
7	Bioassay of enzymes related to hepatic function For example GPT, GOT	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	1	2
8	FINAL EXAM	a1, a2, a4, a5, b1, b2, c1, c2, c3, c4, c5, d1, d2, d3, d4	1	2

Number of Weeks /and Units Per Semester	10	20
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Teaching strategies of the course:

- To educate students about the basic features of Biochemistry and to provide students with an understanding of carbohydrate ,lipid ,proteins, vitamins, nucleic acid and enzymes chemistry by **other teaching strategies such as focus group discussion, observations, assignment tasks.**

Assignments:

- To familiarize students with the Medical importance /functions of biomolecules , as well as their daily requirement and diseases due to vitamin

Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	weekly	10	10.0%	a1,a2, a3, a4 , ,b1 ,b2 ,b3 ,c1 ,d1 ,d2 ,d3
2	Practical mid-semester exam	7 th	10	10.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d2
3	Theoretical mid-semester exam	8 th	20	20.0%	A a1, a2, a3 a4, a5, b1, b2, c1 c2, c3 d1, d
5	Final Exam (theoretical)	16 th	40	40.0%	A a1, a2, a3 a4, a5, b1, b2, b3 c1 c2, c d1, d2, d
6	Final Exam (practical)	13 th	20	20.0%	A a1, a2, a4,a b1, b2, c1, c2, c3, c4 c5 d1, d2, d3,d
Total			100	100%	

XXXII. Students' Support:

Office Hours/week	Other Procedures (if any)

XXXIII. Learning Resources:

16- Required Textbook(s) (maximum two)

1. Champ PC and Harvey, RA, (2008) .Lippincott's illustrated reviews in Biochemistry.
2. Chinde Rana, Chatterjea (2005). Text Book of Biochemistry, 6th ed., JAYPEE brothers. New Delhi

17- Recommended Readings and Reference Materials

18- Essential References	
	13. Principles of Biochemistry : Lehniger , Fourth Edition 14. Harper's Biochemistry : R. K. Murray and Grannor 15. Biochemistry : Luberrt Strayer .by freeman latest edition ISBN: 071620094 16. Practical - Clinical Biochemistry - Volume 1 : Harold Yarkey
19- Electronic Materials and Web Sites etc.	
	10. Periodicals 11. Biochemistry Journals 12. Web sites of Biochemistry <ul style="list-style-type: none"> • http:// highwire stanford.edu. • http// www.nln.nib.gov./ • http// mbc.Harvard.Edu/biolinks.html • www.biolgyrizona .edu
20- Other Learning Material.	

XXXIV. Facilities Required:	
1 - Accommodation:	<input type="checkbox"/>
2 - Computing resources:	<input type="checkbox"/>

XXXV. Course Improvement Processes:	
10- Strategies for obtaining student feedback on effectiveness of teaching.	
	<ul style="list-style-type: none"> • Students questioner once during semester • Students Faculty meeting (once during semester) • Faculty-students periodical meeting (during office hours)
11- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> • Faculty annual evaluation including teaching by the department and the university
12- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> • Attendance of Faculty to workshops offered by Teaching and Learning Development Department • Periodical revision of the method of teaching and the course outcomes ▪ Review of annual course assessment
7- Processes for verifying standards of students' achievement	
	Check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution.
8- Procedures for periodically reviewing of course effectiveness and planning for	

improvement

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

تمرير باطني جراحي 1



عضو عامل في اتحاد الجامعات العربية
عضو اتحاد مجالس البحث العلمي العربي
عضو اتحاد جامعات العالم الإسلامي

The National University
Faculty of Medical Sciences
Department of Pharmacy
Program title: BS.c pharmacy

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
مجلس الاعتماد الأكاديمي وضمان جودة التعليم

Course Specification of Human Physiology-II

CVI. Course Identification and General Information:						
1	Course Title	Human Physiology-II				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2		3	
4	Study level/ semester at which this course is offered:	2 nd level /2 nd semester				
5	Pre –requisite (if any):	Human anatomy				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	Bachelor degree of Pharmacy				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The department theaters				
10	Prepared by:					
11	Date of approval:					

CVII. Course description:

This course introduces the student to the physiology of special systems, The topics include: Nervous system central and peripheral parts, autonomic nervous system, Digestive system, Urinary system, Endocrine system, Reproductive system and metabolism. Also includes other topic as integumentary system and lymphatic. This course has both a lecture and laboratory component.

CVIII. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

20. Recognize the basic information on the field of physiology.
21. Explain the normal functioning of all the organ systems and mechanism of their working
22. Describe working of various systems in Human Body and Organs
23. Link physiological principles with pharmacology
24. Correlate the functions of body organs with each other.
25. Relate the physiological behavior of body organ with the mechanism of some drugs.
26. Link information obtained by the student in the field of physiology with pharmacy
27. Operate different equipment used in the lab
28. Practice the necessary laboratory skills in the field of the physiology
29. Interpret many of the phenomena within the body in accordance with the resulted tests.
30. Analyze with critical thinking the results obtained during work
31. Use various technology sources as scientific journals, internet and text books to gain information
32. Present the medical information in written, oral and electronic forms.
33. Work independently and as part of a team
34. Manage time effectively.

XCIX. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Recognize the normal functions of various systems in Human Body and Organs	a1-	Recognize the basic information on the field of physiology.
A2-	Demonstrate global developments at the level of issues related to the knowledge of physiology.	a2-	Explain the normal functioning of all the organ systems and mechanism of their working
		a3-	Describe working of various systems in Human Body and Organs

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
a1-	Recognize the basic information on the field of physiology.	Lectures, discussions and problem solving	Quiz ,Participation in the lecture, Short tests, attendance, homework and reports
a2-	Explain the normal functioning of all the organ systems and mechanism of their working		
a3-	Describe working of various systems in Human Body and Organs		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills After completing this program, students would be able to:		Course Intended Learning Outcomes (CILOs) of Intellectual Skills After participating in the course, students would be able to:	
B1-	Correlate the physiological behavior of body organs to the mechanism of some drugs.	b1-	Link physiological principles with pharmacology
B2-	Acquire a strong foundation to apply these principles in advanced pharmacology area	b2-	Correlate the functions of body organs with each other.
B3-	Integrate physiological data & mechanisms with the ongoing basic sciences: anatomy , histology & biochemistry and clinical applications.	b3-	Relate the physiological behavior of body organ with the mechanism of some drugs.
		b4-	Link information obtained by the student in the field of physiology with pharmacy

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills. After participating in the course, students would be able to:		Teaching strategies/methods to be used.	Methods of assessment
b1-	Link physiological principles with pharmacology	Lectures, discussions and problem solving	Quiz ,Participation in the lecture, Short tests, attendance, homework and reports
b2-	Correlate the functions of body organs with each other.		
b3-	Relate the physiological behavior of body organ with the mechanism of some drugs.		
b4-	Link information obtained by the student in the field of physiology with pharmacy		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Apply rules and guidelines related to safety precautions in the laboratory.	c1-	Operate different equipment used in the lab
C2-	Perform a range of technical skills in laboratories including the simulation centre and clinical skills laboratory demonstrating proficiencies in core technical skills, appropriate to human physiology, in a safe, accurate and precise manner.	c2-	Practice the necessary laboratory skills in the field of the physiology
		c3-	Interpret many of the phenomena within the body in accordance with the resulted tests.
		c4-	Analyze with critical thinking the results obtained during work

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
c1-	Operate different equipment used in the lab	Lectures, tutorials, poster presentations and practical sessions	Participation in the lecture Short tests Practical exam
c2-	Practice the necessary laboratory skills in the field of the physiology		
c3-	Interpret many of the phenomena within the body in accordance with the resulted tests.		
c4-	Analyze with critical thinking the results obtained during work		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	Use computer and technology efficiently to collect, analyze and interpret information to gain knowledge.	d1-	Use various technology sources as scientific journals, internet and text books to gain information
D2-	Demonstrate critical thinking and decision making abilities.	d2-	Present the medical information in written, oral and electronic forms.
D3-	Work independently and as part of a team	d3-	Work independently and as part of a team
		d4-	Manage time effectively.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.			
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills After participating in the course, students would be able to:		Teaching strategies/methods to be used.	Methods of assessment
d1-	Use various technology sources as scientific journals,	Lectures, discussions and	Quiz ,Participation in

	internet and text books to gain information	problem solving	the lecture, Short tests, attendance, homework and reports
d2-	Present the medical information in written, oral and electronic forms.		
d3-	Work independently and as part of a team		
d4-	Manage time effectively.		

C. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

No.	Units / Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	Contact Hours
1	Nervous System	a1-3, b1-4, d1-4	<p>Nerve cells-Properties, classification and functions.</p> <p>Nerve fibres: Types of nerve fibres: Origin and propagation of nerve impulse across nerve fibre, Action potential, measurement of nerve excitability.</p> <p>Synapse: Classification and properties of synapses and their functions.</p> <p>Reflex action, definition, classification and properties, Principal division of the nerve system: CNS & PNS; Different parts of the CNS; Principal motor and sensory paths of the CNS:</p> <p>Upper motor neuron and lower motor neuron. Sensory nerve endings: Different types of sensation.</p> <p>Muscle tone: Definition & regulation; Posture & postural reflexes; Autonomic Nervous system & its principal division: Sympathetic & Para-sympathetic functions served by the sympathetic & parasympathetic Nerves.</p> <p>Neurotransmitters: Definition & functions.</p>	4	8
2	Digestive System	a1-3, b1-4, d1-4	<p>Functional anatomy, salivary gland, chewing, swallowing, peristalsis (motility), HCL secretion, digestive process, digestive enzymes and hormones, absorption of food and water.</p> <p>Fat, carbohydrate, protein and nucleoprotein metabolism. metabolic pathways of fat, carbohydrate & proteins, enzymes, vitamins and hormones regulating various metabolic steps; vitamin & minerals. Their physiological properties and functions.</p>	3	6
3	Endocrine System:	a1-3, b1-4, d1-4	<p>Structure and functions of pituitary thyroid parathyroid, adrenal glands and pancreatic islets.</p> <p>Regulation of the secretion of different hormones.</p> <p>Hormones secreted by the different endocrine glands and by the</p>	3	6

			hypothalamus, normal & disordered functions of the different hormones.		
4	Midterm Exam	a1-3		1	2
5	Reproductive System:	a1-3, b1-4, d1-4	Male reproductive system; Testis & the accessory of organs. Male sex hormone, formation of spermatozoa & its control by various hormones. Female reproductive system: Ovaries, Uterus, Oviduct etc. Menstrual cycle & its control, diagnosis of pregnancy, Female sex hormones: Oestrogens & progesterone, pregnancy & lactation & their hormonal control.	1	2
6	Metabolism :	a1-3, b1-4, d1-4	Heat production and heat dissipation. Role of hypothalamus and other nervous factors in body temperature regulation. Other functions of hypothalamus.	1	2
8	Integumentary System	a1-3, b1-4, d1-4	Structure and functions of skin, role of skin in thermoregulation Types of skin appendages	1	2
9	Lymphatic System	a1-3, b1-4, d1-4	Lymph (Formation, composition, functions, circulation), lymphnode (structure and functions), spleen and its functions, disorders of lymphatic system (definitions only) Body Defense mechanism	1	2
10	Final Exam	a1-3		1	2
Number of Weeks /and Units Per Semester				61	32

B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Learning Outcomes	Number of Weeks	Contact Hours
1	Simple muscle twitch	c1-4, d1-4	1	2
2	Tetany and muscle fatigue	c1-4, d1-4	2	4
3	Effect of drug on muscle contraction	c1-4, d1-4	2	4
4	Midterm Exam	c1-4	1	2
5	Muscle reflex	c1-4, d1-4	1	2
6	identification of some endocrine diseases	c1-4, d1-4	3	6
7	Recording of body temperature	c1-4, d1-4	1	2
8	Clinical examination of abdomen	c1-4, d1-4	2	4
9	Pregnancy diagnostic test	c1-4, d1-4	1	2
10	Final review	c1-4	1	2
11	Final exam	c1-4	1	2
Number of Weeks /and Units Per Semester			16	32

CI. Teaching strategies of the course:

Lectures, tutorials, poster presentations, Problem solving and practical sessions

CII. Assignments:

No.	Assignments	Aligned CILOs (symbols)	Week Due	Mark
	Homework Assignments			Reports

XX. Schedule of Assessment Tasks for Students during the Semester:

No.	Assessment Method	Aligned Course Learning Outcomes	Week Due	Mark	Proportion of Final Assessment
15.	Attendance, Classroom Participation and report	a1-3, b1-4, d1-4	All Weeks	10	30%
16.	Quiz	a1, a2, b3-4	Sporadic through the semester	5	
17.	Homework-assignments	a2, a3, b1, b2			
18.	Mid-term Exam (Theoretical)	a1-3, b1-4	7 th	15	40%
19.	Final Exam (Theoretical)	a1-3, b1-4	16 th	40	
20.	Attendance and Practical Reports	c1-4	All Weeks	15	30%
21.	Final Exam (Practical)	a1-3, b1-4	16 th	15	
Total				100	100%

XXI. Students' Support:

Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

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

- 5- Guyton & Hall, 2010, Textbook of Medical Physiology, 12th Edition. Harcourt Singapore .
- 6- Ross & Wilson, 2006, Anatomy & Physiology in health & Illness. 10th Edition. Anne Waugh, Elsevier, Churchill Livingstone ,

2- Essential References.

1. B. R. Mackenna & R. Callander, 2008, Illustrated Physiology. 9th Edition. NY Churchill, Livingstone.
2. Tortora & Grabowaski, 2007, Principles of Anatomy & Physiology. 11th Edition, J Wiley & Sons.
3. Lectures Notes and Practical Manual.

3- Electronic Materials and Web Sites etc.

- www.rahsi.org-1
 www.mhhe.com/seeley6-2
<http://www.getbodysmart.com>-3
 4- http://www.researchgate.net/journal/8750-7587_Journal_of_Applied_Physiology

XIII. Facilities Required:

1 - Accommodation:	<ul style="list-style-type: none"> - Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
5 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory with internet facilities.

XIV. Course Improvement Processes:

46- Strategies for obtaining student feedback on effectiveness of teaching

	<ul style="list-style-type: none"> ▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester. ▪ Meeting with students and faculty (once per semester).
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47- Other strategies for evaluation of teaching by the instructor or by the department.

	<ul style="list-style-type: none"> ▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester. ▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).
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48- Processes for improvement of teaching.

	<ul style="list-style-type: none"> ▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions. ▪ Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.
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49- Processes for verifying standards of students' achievement

	<ul style="list-style-type: none"> ▪ Checking of a sample of students' work by an independent faculty member. ▪ Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution. ▪ Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). ▪ Regular follow-up of laboratory logbooks to assess the practical achievement of students.
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50- Procedures for periodically reviewing of course effectiveness and planning for improvement

	<ul style="list-style-type: none"> ▪ Student rating and feedback ▪ Peer rating and feedback ▪ Regular meeting of the Curriculum Committee of the faculty.
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6- Course development plans

	<ul style="list-style-type: none"> ▪ Conducting regular workshops for the staff for improving their course specification skills. ▪ Regular revision of course specification and syllabus items.
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XXV. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	<p>Class Attendance:</p> <ul style="list-style-type: none"> - Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered
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	<p>unexcused.</p> <p>-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.</p>
2	<p>Tardy:</p> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <p>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</p> <p>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</p> <p>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</p> <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p>
4	<p>Assignments & Projects:</p> <p>- Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course.</p> <p>-The submission date extension will not be granted only by the consent of the faculty member concerned.</p> <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>
5	<p>Cheating:</p> <p>-If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source. ▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment. <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p>
7	<p>Other policies:</p> <p>- Students must switch off their mobile phones, labtops, electronic devices etc. before entering</p>

lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.

Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.

Republic of Yemen

Ministry of Higher Education & Scientific Research

National University



Faculty of Medicinal Sciences

Department of Nursing Medicine

Course Specification of

Genetics

Course No.()

2022/2021

I. Course Identification and General Information:

1	Course Title:	Genetics			
2	Course Code & Number:				
3	Credit Hours:	Credit Hours	TheoryHours		Lab. Hours
			Lecture	Exercise	
		2	2		
4	Study Level/ Semester at which this Course is offered:	2 Level / 2 Semester			
5	Pre –Requisite (if any):	Biology & Biochemistry			
6	Co –Requisite (if any):	None			
7	Program (s) in which the Course is Offered:	Bachelor in Nursing			
8	Language of Teaching the Course:	English			
9	Study System:	Regular (semester)			
10	Mode of Delivery:				
11	Location of Teaching the Course:	University Campus			
12	Prepared by:	Dr. Ahmed Yehia Abu-Taleb			
13	Date of Approval:				

II. Course Description:

- Genetics begins by considering molecular nature of genes and organization of the eukaryotic chromosomes. This is followed by structure, function and fundamental of nucleic acids (DNA and RNA) and how these molecules interact within the cell to promote the molecular mechanisms of DNA replication, and protein synthesis in eukaryotes.
- This course will emphasize the genetic engineering technology with their application as well as mutation and different ways in which a genetic condition can be inherited with regarding to Mendel's law.

III. Referenced PILOs (مخرجات تعلم البرنامج)		Course Intended Learning Outcomes (CILOs) : (مخرجات تعلم المقرر)	
A. Knowledge and Understanding: Upon successful completion of the course, students will be able to:			
A1	Describe the principle concepts of genetics which involved the biomolecule structure, function and fundamental molecular biology of the cell, nucleic acids and molecules interact within the cell to promote proper growth, division, and development.	a1	Explain the structure of nucleic acids (DNA, RNA) and higher order complexes such as nucleosomes as well as their functions and their relative stability such as regulation of interactions that occur between macromolecules protein and DNA which involved in the regulation of transcription and details of DNA replication at the molecular level.
A2	Demonstrate of molecular mechanisms of DNA replication, repair, transcription, protein synthesis, and gene regulation as well as molecular techniques used in scientific research.	a2	Illustrate the mutation occur, different types of mutation, repairing and proofreading of DNA, the recombinant DNA techniques including the essential enzymes used in genetic recombination: (restriction endonucleases enzyme) as well as DNA cloning within medical application of genetic engineering.
		a3	Defined the genetic principles of Mendel's Laws, incomplete dominance, quantitative inheritance, inheritance rules for genetic diseases and the exceptions to Mendel's Rules
		a4	Discuss the principle of genetics and human genetic diseases fall into single gene disorders, polygenic disorders, Autosomal dominant, Autosomal recessive and X-linked disorders.
B. Intellectual Skills: Upon successful completion of the course, students will be able to:			
B1	Explore importance of molecular biology including principle structure of nucleic acids (DNA, RNA), nucleosomes, chromosomes, and chromatin as well as the nature of gene and the flow of genetic information from DNA to RNA to protein synthesis and DNA technology.	b1	Compare the structure of DNA, RNA, protein nucleosomes, chromosomes, & chromatin in bacteria & eukaryotes.

B2	Discriminate the basic molecular techniques used in scientific research including genetic engineering, DNA cloning, hybridization, polymerase chain reaction, and real time PCR	b2	Distinguish between different molecular biology techniques that are used to isolate, separate, and probe for specific proteins, nucleic acids, and their interactions.
		b3	Differentiate among viral diseases and hereditarily diseases as well as disorder diseases associated with immunity system.
		b4	Correlate the protein-DNA interaction to DNA replication and gene expression and the practical application of these processes.
C. Professional and Practical Skills: Upon successful completion of the course, students will be able to:			
C1	Apply principles of laboratory safety, including standard precautions, corrective maintenance of equipment and instruments in hospital.	c1	Demonstrate the interest and enthusiasm for the nursing department science profession in the hospital.
C2	Perform basic scientific principles in learning new techniques and procedures within hospital.	c2	Prescribe the precautions addressed by hospital, universal precautions, chemical reagents, and Standard Precautions.
		c3	Employ the chemical reagents and standards according to established guidelines and quality control measures in hospital.
D. Transferable Skills: Upon successful completion of the course, students will be able to:			
D1	Inspect with internet technology to collect, analyze and interpret information in the learning process.	d1	Found out internet technology within interpret information and acquired the knowledge
D2	Evaluate the problems well and make appropriate decisions to overcome on them.	d2	Demonstrate professional conduct and interpersonal communication skills with patients, patient family, other health care professionals, and public
D3	Cooperate with classmate as a member of a team for manages and solve the problems.	d3	Fixing the reports and essay on different scientific items in the field of Clinical laboratory.

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

Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
a1	Explain the structure of nucleic acids (DNA, RNA) and higher order complexes such as nucleosomes as well as their functions and their relative stability such as regulation of interactions that occur between macromolecules protein and DNA which involved in the regulation of transcription and details of DNA replication at the molecular level.		
a2	Illustrate the mutation occur, different types of mutation, repairing and proofreading of DNA, the recombinant DNA techniques including the essential enzymes used in genetic recombination: (restriction endonucleases enzyme) as well as DNA cloning within medical application of genetic engineering.	<ul style="list-style-type: none"> ▪ Lecture by using data show ▪ Discussion-with Case Studies ▪ Presentations & discussions 	<ul style="list-style-type: none"> ▪ Assignments ▪ Quizzes ▪ Mid-semesters ▪ Final exams (MCQs, fill of blank and short note questions)
a3	Defined the genetic principles of Mendel's Laws, incomplete dominance, quantitative inheritance, inheritance rules for genetic diseases and the exceptions to Mendel's Rules		
a4	Discuss the principle of genetics and human genetic diseases fall into single gene disorders, polygenic disorders,		

	Autosomal dominant, Autosomal recessive and X-linked disorders.		
(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 the structure of DNA, RNA, protein nucleosomes, chromosomes, & chromatin in bacteria & eukaryotes.	<ul style="list-style-type: none"> ▪ Lectures ▪ Case study as discussion with students 	<ul style="list-style-type: none"> ▪ Class participation ▪ presentation ▪ Case study question ▪ Laboratory reports
b2	Distinguish between different molecular biology techniques that are used to isolate, separate, and probe for specific proteins, nucleic acids, and their interactions.		
b3	Differentiate among viral diseases and hereditarily diseases as well as disorder diseases associated with immunity system.		
b4	Correlate the protein-DNA interaction to DNA replication and gene expression and the practical application of these processes.		
(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 interest and enthusiasm for the nursing department science profession in the hospital.	<ul style="list-style-type: none"> ▪ Lectures ▪ Laboratory practice ▪ Problem solving ▪ Group discussion 	<ul style="list-style-type: none"> ▪ Class Participation ▪ Logbooks and reports ▪ Mid-semester and final exams ▪ Question (case study)
c2	Prescribe the precautions addressed by hospital, universal precautions, chemical reagents, and Standard Precautions.		
c3	Employ the chemical reagents and standards according to		

	established guidelines and quality control measures in hospital.		
(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:			
Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
d1	Inspect with internet technology to collect, analyze interpret information and acquired the knowledge	<ul style="list-style-type: none"> ▪ Exercises ▪ Problem solving within class ▪ Essay questions 	<ul style="list-style-type: none"> ▪ Write reports ▪ Presentation ▪ Exercises related to Case Study
d2	Evaluate the problems well and make appropriate decisions to overcome on them.		
d3	Demonstrate professional conduct and interpersonal communication skills, including team building skills.		

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"> -Introduction to the Principle concept to molecular biology - The Fundamental central dogma - Definition of a gene - Genomes 	1	2	a1-a4 b1-b2 c1-c3
2	Structure of the nucleic acids DNA and RNA	<ul style="list-style-type: none"> - Structure of the nucleic acids - Primary structure - Secondary structure -Tertiary structure of DNA and RNA - Nomenclature of nucleotides 	1	2	a1-a4 b1-b2 c1-c3
3	Organization of Genomes (Prokaryotic & Eukaryotic)	<ul style="list-style-type: none"> - Eukaryotic genome - Chromatin structure: historical perspective - Histones - Nucleosomes - Bacterial genome 	1	2	a1-a4 b1-b2 c1-c3
4	DNA Replication and Telomere	<ul style="list-style-type: none"> - Basic mechanism & enzymes - Bacterial and eukaryotic DNA polymerases 	1	2	a1-a4

	Maintenance	<ul style="list-style-type: none"> - Replication strategies - Leading and lagging DNA strand synthesis - Proofreading - Fidelity of DNA replication - Telomere 			<p>b1-b2 c1-c3</p>
5	Gene Expression (Eukaryotes)	<ul style="list-style-type: none"> - Overview of transcriptional regulation - Protein-coding gene regulatory elements - Transcription factors - Translations factors 	1	2	<p>a1-a4 b1-b3 c2;c3 d1;d3</p>
6-7	DNA repair and Mutation	<ul style="list-style-type: none"> - DNA Proofreading - General classes of DNA damage -Repair of single base changes and structural distortions by removal of DNA damage -Double-strand break repair by removal of DNA damage - Types of mutations and their phenotypic consequences - Base pair substitution -Frameshift Mutations 	2	4	<p>a1-a4 b1-b3 c2;c3</p>
8	Mid-Term	Theoretical Exam	1	2	a1-a4
9	Recombinant DNA technology	<ul style="list-style-type: none"> -Insights from bacteria restriction - Cutting and joining DNA - Restriction endonucleases - Insights from bacteriophage lambda (l) cohesive sites 	1	2	<p>a1-a4 b1-b3 c1-c3 d1-d3</p>
10	Molecular Cloning	<ul style="list-style-type: none"> - Vector DNA - Choice of vector is dependent on insert size and application - Plasmid DNA as a vector - Bacteriophage lambda (l) as a vector - Sources of DNA for cloning 	1	2	<p>a1-a4 b1-b3 c2;c3 d1;d3</p>
11	Applications of recombinant DNA technology	<ul style="list-style-type: none"> - Scientific applications - Diagnose genetic disease - Forensic microbiology - use DNA fingerprinting - Therapeutic Applications - Gene therapy 	1	2	<p>a1-a4 b1-b3 c1;c3 d1;d3</p>
12-13	Mundelein principles of inheritance	<ul style="list-style-type: none"> -Mendel's Laws - Principle of segregation -Independent assortment -Overdominance -Complete Dominance -IncompleteDominance 	2	4	<p>a1-a4 b1-b3</p>

14	Genetic characteristics of inherited diseases	<ul style="list-style-type: none"> - Chromosome aberrations - Inheritance process in monogenic diseases - Inheritance process in Polygenic diseases - Autosomal dominant inheritance process - Autosomal recessive inheritance process -sex-linked inheritance 	1	2	a1-a4 b1-b3
15	Identification of Inherited diseases	<ul style="list-style-type: none"> - Conventional genetic tests - Phenotype analysis - Chromosome analysis - Karyotype analysis - Molecular genetics testing 	1	2	a1-a4 b1-b3 c2;c4 d1;d3
16	Final Theoretical Exam		1	2	a1-a4
Number of Weeks /and Units Per Semester			16	32	

B. Case Studies and Practical Aspect: None

No.	Tasks/ Experiments None	Number of Weeks	Contact Hours	Learning Outcomes (CILOs)
1	- None			
2	-			
3	-			
4	-			
5	-			
6	-			
7	-			
8	-			
9	-			
10	-			
11	-			
12	-			

13	-			
14	-			
15	-			
Number of Weeks /and Units Per Semester		15	30	

C. Tutorial Aspect:

No.	Tutorial	Number of Weeks	Contact Hours	Learning Outcomes (CILOs)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Number of Weeks /and Units Per Semester		15	30	

V. Teaching Strategies of the Course:

- Lecture presentations.
- Discussion-oriented and interactive teaching
- Group discussions and seminars
- Case study
- Laboratory demonstrations and practice

VI. Assessment Methods of the Course:

- Quizzes
- Discussions and oral tests
- Theoretical midterm exams
- Final exams

VII. Assignments:

No.	Assignments	Week Due	Mark	Aligned CILOs (symbols)
1	Compare between Eukaryotic and Prokaryotic nucleic acid structure and gene expression.	2	5	a1-a4 b1-b3
2	Write about diagnosis of genetic diseases with concentration on one case study	2	5	b1-b4 c1-c4 d1; d3
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	Participation	---	10	10%	a1-a3; b1, b2; d1-d3
2	quizzes	---	10	10%	c1, c2
3	Theoretical mid-semester exam	8th	20	20%	a1-a3
4	Final Exam (theoretical)	---	60	60%	a1-a3
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- Allison A.L. (2007). Fundamental Molecular Biology. Blackwell Publishing Ltd, USA
- 2- Schleif, R.(1993) Genetics and Molecular biology, 2nd edition. The Johns Hopkins University Press Baltimore and London.

2- Essential References:

- 1- Freeman W. H. & Co, Ltd. 2012. Molecular Biology: Principles and practice by Cox, Doudna, O'Donnell. © New York.
- 2- Benjamin L. (2004) Gene VIII eight edition, Personal Prentice Hall, United State of American.

3- Electronic Materials and Web Sites etc.:

Websites:

- 1- <http://www.genome.gov/gwastudies/>
- 2- <http://www.scielo.br/cgi-bin/fbpe/fbsite?got=site &pid=1415-4757&lng=en>
(Genetics & Molecular Biology)

Journals:

- 3- *International Journal of Molecular Sciences* (www.mdpi.com/journal/ijms)

Other Web Sources:

- 1- *On-line Mendelian Inheritance in Man*, <http://gdbwww.gdb.org/omimdoc/omimtop.html>
- 2- www.web-books.com/MoBio/Free/Ch8D1.htm

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

1	<p>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.</p>
2	<p>Tardiness: 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>Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.</p>
4	<p>Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.</p>
5	<p>Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>
6	<p>Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.</p>
7	<p>Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.</p>

Second Part of Course Specification

Faculty of Medical Sciences

Department of Nursing Medicine

Course Plan (Syllabus) of Genetics

Course No.()

I. Information about Faculty Member Responsible for the Course:								
Name of Faculty Member:	Ahmed Yehia Abu-Taleb							
Location & Telephone No.:	Sana'a , 773273838							
E-mail:	Abutaleb.yehia@gmail.com		SAT	SUN	MON	TUE	WED	THU
Office Hours								



2022/2021

الجامعة الوطنية
NU

I. Course Identification and General Information:

	Course Title:	Genetics			
2	Course Code & Number:				
3	Credit Hours:	Credit Hours	Theory Hours		Lab. Hours
			Lecture	Exercise	
		2	2	--	
4	Study Level/ Semester at which this Course is offered:	3 Level / 1 Semester			
5	Pre –Requisite (if any):	Biology and Biochemistry			
6	Co –Requisite (if any):	None			
7	Program (s) in which the Course is Offered:	Bachelor in Laboratory Medicine			
8	Language of Teaching the Course:	English			
9	Study System:	Regular (semester)			
10	Mode of Delivery:				
11	Location of Teaching the Course:	University Campus			
12	Prepared by:	Dr. Ahmed Yehia Abu-Taleb			
13	Date of Approval:				

II. Course Description:

- Genetics begins by considering molecular nature of genes and organization of the eukaryotic chromosomes. This is followed by structure, function and fundamental of nucleic acids (DNA and RNA) and how these molecules interact within the cell to promote the molecular mechanisms of DNA replication, and protein synthesis in eukaryotes.
- This course will emphasize the genetic engineering technology with their application as well as mutation and different ways in which a genetic condition can be inherited with regarding to Mendel's law.

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	Explain the structure of nucleic acids (DNA, RNA) and higher order complexes such as nucleosomes as well as their functions and their relative stability such as regulation of interactions that occur between macromolecules protein and DNA which involved in the regulation of transcription and details of DNA replication at the molecular level.
a2	Illustrate the mutation occur, different types of mutation, repairing and proofreading of DNA, the recombinant DNA techniques including the essential enzymes used in genetic recombination: (restriction endonucleases enzyme) as well as DNA cloning within medical application of genetic engineering.
a3	Defined the genetic principles of Mendel's Laws, incomplete dominance, quantitative inheritance, inheritance rules for genetic diseases and the exceptions to Mendel's Rules
a4	Discuss the principle of genetics and human genetic diseases fall into single gene disorders, polygenic disorders, Autosomal dominant, Autosomal recessive and X-linked disorders.

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

b1	Compare the structure of DNA, RNA, protein nucleosomes, chromosomes, & chromatin in bacteria & eukaryotes.
b2	Distinguish between different molecular biology techniques that are used to isolate, separate, and probe for specific proteins, nucleic acids, and their interactions.
b3	Differentiate among viral diseases and hereditarily diseases as well as disorder diseases associated with immunity system.
b4	Correlate the protein-DNA interaction to DNA replication and gene expression and the practical application of these processes.

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

c1	Demonstrate the interest and enthusiasm for the nursing department science profession in the hospital.
c2	Prescribe the precautions addressed by hospital, universal precautions, chemical reagents, and Standard Precautions.
c3	Employ the chemical reagents and standards according to established guidelines and quality control measures in hospital.

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

d1	Found out internet technology within interpret information and acquired the knowledge.
d2	Demonstrate professional conduct and interpersonal communication skills with patients, patient family, other health care professionals, and public.
d3	Fixing the reports and essay on different scientific items in the field of Clinical laboratory.
d4	Cooperate with classmate as a member of a team for manages and solve the problems.

IV. Course Contents:

A. Theoretical Aspect:

No.	Units/Topics List	Sub Topics List	Number of Weeks	Contact Hours
1	Introduction	<ul style="list-style-type: none"> - Introduction to the Principle concept to molecular biology and genetics - The Fundamental central dogma - Definition of a gene - Genomes 	1	2
2	Structure of the nucleic acids DNA and RNA	<ul style="list-style-type: none"> - Structure of the nucleic acids - Primary structure - Secondary structure - Tertiary structure of DNA and RNA - Nomenclature of nucleotides 	1	2
3	Organization of Genomes (Prokaryotic & Eukaryotic)	<ul style="list-style-type: none"> - Eukaryotic genome - Chromatin structure: historical perspective - Histones - Nucleosomes - Bacterial genome 	1	2
4	DNA Replication and Telomere Maintenance	<ul style="list-style-type: none"> - Basic mechanism & enzymes - Bacterial and eukaryotic DNA polymerases - Replication strategies - Leading and lagging DNA strand synthesis - Proofreading - Fidelity of DNA replication - Telomere 	1	2
5	Gene	-Overview of transcriptional regulation	1	2

	Expression (Eukaryotes)	<ul style="list-style-type: none"> - Protein-coding gene regulatory elements - Transcription factors - Translations factors 		
6-7	DNA repair and Mutation	<ul style="list-style-type: none"> - DNA Proofreading - General classes of DNA damage - Repair of single base changes and structural distortions by removal of DNA damage - Types of mutations and their phenotypic consequences - Base pair substitution - Frameshift Mutations 	2	4
8	Mid-Term Theoretical Exam	<ul style="list-style-type: none"> - ...Theoretical Exam 	1	2
9	Recombinant DNA technology	<ul style="list-style-type: none"> - Insights from bacteria restriction - Cutting and joining DNA - Restriction endonucleases - Recognition sequences for type II restriction endonucleases - Insights from bacteriophage lambda cohesive sites 	1	2
10	Cloning	<ul style="list-style-type: none"> - Vector DNA - Choice of vector is dependent on insert size and application - Plasmid DNA as a vector - Bacteriophage lambda (l) as a vector - Sources of DNA for cloning 	1	2
11	Applications of recombinant DNA technology	<ul style="list-style-type: none"> - Scientific applications - Diagnose genetic disease - Forensic microbiology - use DNA fingerprinting - Therapeutic Applications - Gene therapy 	1	2
12-13	Mundelein principles of inheritance	<ul style="list-style-type: none"> - Mendel's Laws - Principle of segregation - Independent assortment - - Overdominance - Complete Dominance - Incomplete Dominance 	2	4

14	Genetic characteristics of inherited diseases	<ul style="list-style-type: none"> - Chromosome aberrations - Inheritance process in monogenic diseases - Inheritance process in Polygenic diseases - Autosomal dominant inheritance process - Autosomal recessive inheritance process - sex-linked inheritance 	1	2
15	Identification of Inherited diseases	<ul style="list-style-type: none"> - Conventional genetic tests - Phenotype analysis - Chromosome analysis - Karyotype analysis - Molecular genetics testing 	1	2
16	Final Theoretical Exam		1	2
Number of Weeks /and Units Per Semester			16	32

B. Case Studies and Practical Aspect: None

No.	Tasks/ Experiments None	Number of Weeks	Contact Hours
1	- None		
2	-		
3			
4	-		
5	-		
6			
7	-		
8			
9	-		
10			
11			
12	-		

13	-		
Number of Weeks /and Units Per Semester			

C. Tutorial Aspect:			
No.	Tutorial	Number of Weeks	Contact Hours
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Number of Weeks /and Units Per Semester			

V. Teaching Strategies of the Course:

- Lecture presentations.
- Discussion-oriented and interactive teaching
- Group discussions and seminars
- Case study

VI. Assessment Methods of the Course:

- Quizzes
- Discussions and oral tests
- Theoretical midterm exams

- Final exams

VII. Assignments:

No.	Assignments	Week Due	Mark
1	Compare between Eukaryotic and Prokaryotic nucleic acid structure and gene expression.	2	5
2	Write about diagnosis of genetic diseases with concentration on one case study	2	5
Total			10

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

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Participation and	---	10	10%
2	quizzes	---	10	10%
3	Theoretical mid-semester exam	8th	20	20%
4	Final Exam (theoretical)	---	60	60%
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- Allison A.L. (2007). Fundamental Molecular Biology. Blackwell Publishing Ltd, USA
- 2- Schleif, R.(1993) Genetics and Molecular biology, 2nd edition. The Johns Hopkins University Press Baltimore and London.

2- Essential References:

- 1- Freeman W. H. & Co, Ltd. 2012. Molecular Biology: Principles and practice by Cox, Doudna, O'Donnell. © New York.
- 2- Benjamin L. (2004) Gene VIII eight edition, Personal Prentice Hall, United State of American.

3- Electronic Materials and Web Sites etc.:

Websites:

- 1- <http://www.genome.gov/gwastudies/>
- 2- <http://www.scielo.br/cgi-bin/fbpe/fbsite?got=site &pid=1415-4757&lng=en>
(Genetics & Molecular Biology)

Journals:

- 3- *International Journal of Molecular Sciences* (www.mdpi.com/journal/ijms)

Other Web Sources:

- 4- *On-line Mendelian Inheritance in Man*, <http://gdbwww.gdb.org/omimdoc/omimtop.html>
- 5- www.web-books.com/MoBio/Free/Ch8D1.htm

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

1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

Faculty of Medical Science

Department of Dentistry

Bachelor of Dental Surgery

Course Specification of General Pathology Course No.()

2021/2022



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2017.

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Prepared by:

Dr. Yaser Alquhimy

Reviewed by:

Dr.

Quality Assurance

Dean:

CIII. Course Identification and General Information:

1	Course Title:	General Pathology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			3
4	Study level/ semester at which this course is offered:	2 nd Level / 2 nd Semester				
5	Prerequisites:	General Anatomy, General Histology Physiology 1&2				
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Dental Surgery				
8	Language of teaching the course:	English				
9	Study System:	Semester based System				
10	Location of teaching the course:	Faculty of Medical Science Department of Dentistry				
11	Prepared by:	Dr. Yaser Alquhimy				
12	Date of Approval	2020-2021				

CIV. Course Description:

The course allows students to learn basic concept of the various disease processes in the body as well the basic molecular, cellular and reaction to various injurious agents cell injury including adaption, necrosis and apoptosis, pathology of inflammation including causes and manifestation and hemodynamic are also discussed. The course also emphasizes neoplasia including classification, epidemiology and characteristics of benign and malignant tumors knowledge of etiology of tumors and its consequences on health are also covered

CV. Outcomes of the Course

Under Pathology they would have learnt about inflammation, and necrosis.

1. Dental student with knowledge on pathological changes at macroscopic and microscopic levels, capabilities and limitations of morphological Pathology in its contribution to dentistry.
2. Dental student with an ability to integrate knowledge from the basic sciences to clinical application in dentistry.

CVI. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	A1	a1-	Identify the sign and symptoms of various diseases and their important characteristic features.
A2-	A1	a2-	Describe the important histological, radiographic features and Histopathology feature of various diseases of head and neck region.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Lectures ▪ Presentation 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Midterm Exam ▪ Final Written Exam
a1-	Identify the sign and symptoms of various diseases and their important characteristic features.		
a2-	Describe the important histological, radiographic features and Histopathology feature of various diseases of head and neck region.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	B1	b1-	Analyze findings of various diseases, correlate interrelations between histologic, radiographic Histopathology and clinical features and diagnose them.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills	Teaching	Methods of
------------------------------	----------	------------

		strategies/methods	assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Lectures ▪ Discussion 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Midterm Exam ▪ Final Written Exam
b1-	Analyze findings of various diseases, correlate interrelations between histologic, radiographic Histopathology and clinical features and diagnose them.		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	C1	c1-	Explain the etiopathogenesis and Mechanism of the pathogenesis) of diseases and correlate them with the clinical sign and symptoms
C2-	C7	c2-	Differentiate between normal tissue abnormal tissue and pathological lesion

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Lectures ▪ Lab Experiments 	<ul style="list-style-type: none"> ▪ Practical reports ▪ Final Practical
c1-	Explain the etiopathogenesis and Mechanism of the pathogenesis) of diseases and correlate them with the clinical sign and symptoms		
c2-	Differentiate between normal tissue abnormal tissue and pathological lesion		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1-	D3	d1-	Demonstrate leadership skills and coordinate with fellow colleagues to submit a group task

			or assignment
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Discussion ▪ Self-Learning ▪ Presentation 	<ul style="list-style-type: none"> ▪ Research ▪ Homework
d1-	Demonstrate leadership skills and coordinate with fellow colleagues to submit a group task or assignment		

II. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction and Cell injury	a1, a2, b1	Definition, Branches of pathology and Terminology. Causes of cell injury Types of cell injury	1	2
2	Necrosis	a1, a2, b1	Definition Causes Types Apoptosis	2	2
3	Adaptation	a1, a2, b1	Definition Atrophy Hypertrophy Hyperplasia Metaplasia Dysplasia Carcinoma – in situ	3.4	4
4	Inflammation	a1, a2, b1	Definition Acute inflammation Chronic inflammation Suppurative inflammation	5	2
5	Repair	a1, a2, b1	Definition Types Fibrosis Wound healing Fractures healing	6	2
6	Mid-Term Exam	a1, a2, b1		7	2

7	Infection	a1, a2, b1	Definition Types Bacterial, viral, fungal and protozoal diseases	8	2
8	Immunology	a1, a2, b1	Definition Types of immune disorders Hypersensitive Autoimmune disease	9	2
9	Circulatory disturbance	a1, a2, b1	Definition Thrombosis Clot Embolism Ischemia Infarction Congestion Oedema	10,11	4
10	Bone disturbance	a1, a2, b1	Definition Types Osteosarcoma, Ewings sarcoma, Marfans syndrome, Downs syndrome	12,13	4
11	Neoplasia	a1, a2, b1	Definition Classification Characters Benign Malignant Staging, grading and Metastasis	14,15	4
12	Final Exam	a1, a2, b1		16	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Cell pathology. atrophy, hypertrophy, hyperplasia, metaplasia, dysplasia	c1, c2	3, 4	4
2	Inflammation	c1, c2	5, 6	4
3	Infection disease	c1, c2	7, 8	4
4	Tumor pathology	c1, c2	9, 10	4
5	Immunopathology disease	c1, c2	11	2
6	Diseases of the bone.	c1, c2	12, 13	4
7	Review	c1, c2	14	2
8	Final exam	c1, c2	15	2
Number of Weeks / Units per Semester			13	26

VI. Teaching strategies of the course

- Lectures
- Presentation
- Discussion
- Laboratory sessions
- Case Study
- Self-learning
- Brain storm

XXIII. Teaching Strategies of the Course:

- Quizzes
- Assignments
- Mid-term Exam
- Final Exam
- Final Practical Exam

XXIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Requirement	3 rd - 14 th	10	c1, c2
2	Presentation	12 th - 14 th	10	a1,a2,b1,d1
Total			20	

XXV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Quizzes 1 & 2	4 th -12 th	10	10%	a1, a2, b1
2	Mid-Term Exam	8 th	20	20%	a1, a2, b1
3	Final Theoretical Exam	16 th	40	40%	a1, a2, b1
Total			70	70%	
Assessment of Practical Part					
1	Assignments	3 rd -14 th	20	20%	a1, a2, b1, c1, c2, d1
2	Final Practical Exam	15 th	10	10%	c1, c2
Total			30	30%	

XXVI. Learning Resources:

45- Required Textbook(s) (maximum two)

- 1- Harsh Mohan, 2010, Textbook of Pathology, 5th Edition, Jaypee Brothers Medical Publishers, Printed in India.
- 2- Vinay Kumar, Abul K Abbas, and Jon C Aster, 2013, Robbins Basic Pathology, 9th Edition, Elsevier Saunders.

46- Essential References

- 1- Rubin, Emanuel; Reisner, Howard M, 2009, Essentials of Rubin's Pathology, 5th Edition, Lippincott Williams, Lippincott Williams and Wilkins, USA, Printed in the USA.
- 2- Manson's 2009 Manson's tropical diseases 22nd edition. Elsevier Churchill livingstone, USA
- 3- Handouts of all lectures will be available at the department

2- Other Learning Materials

- 1- <http://www.pathologyoutlines.com/>
- 2- <https://thepathologist.com/subspecialties/histology>
- 3- <https://www.med.illinois.edu/m2/pathology/pathatlasf/titlepage.html>
- 4- <http://www.kasralainy.edu.eg/elearning/>

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

Faculty of Medical Science

Department of Dentistry

Bachelor of Dental Surgery

Course Plan (Syllabus) of General Pathology Course No. (----)

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:		Office Hours					
Location & Telephone No.:							
E-mail:		SAT	SUN	MON	TUE	WED	THU

2021/2022

ification and General Information:

1	Course Title:	General Pathology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			3
4	Study level/ semester at which this course is offered:	2 nd Level / 2 nd Semester				
5	Prerequisites:	General Anatomy, General Histology Physiology 1&2				
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Dental Surgery				
8	Language of teaching the course:	English				

9	Study System:	Semester based System
10	Location of teaching the course:	Faculty of Medical Science Department of Dentistry
11	Prepared by:	Dr.YaserAlquhimy
12	Date of Approval	2020-2021

Course Description:

The course allows students to learn basic concept of the various disease processes in the body as well the basic molecular, cellular and reaction to various injurious agents cell injury including adaption, necrosis and apoptosis, pathology of inflammation including causes and manifestation and hemodynamic are also discussed. The course also emphasizes neoplasia including classification, epidemiology and characteristics of benign and malignant tumors knowledge of etiology of tumors and its consequences on health are also covered

XXI. Outcomes of the Course

Under Pathology they would have learnt about inflammation, and necrosis.

1. Dental student with knowledge on pathological changes at macroscopic and microscopic levels, capabilities and limitations of morphological Pathology in its contribution to dentistry.
2. Dental student with an ability to integrate knowledge from the basic sciences to clinical application in dentistry.

XXII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:

- | | |
|-----|--|
| a1- | Identify the sign and symptoms of various diseases and their important characteristic features. |
| a2- | Describe the important histological, radiographic and Histopathology features of various diseases of head and neck region. |

(B) Intellectual Skills

After participating in the course, students would be able to:

- | | |
|-----|--|
| b1- | Analyze findings of various diseases, correlate interrelations between histologic, radiographic Histopathology feature, clinical features and diagnose them. |
|-----|--|

(C) Professional and Practical Skills

After participating in the course, students would be able to:

- | | |
|-----|--|
| c1- | Explain the etiopathogenesis, Mechanism of the pathogenesis of diseases and correlate them with the clinical sign and symptoms |
|-----|--|

c2- Differentiate between normal tissue, abnormal tissue and pathological lesion

(D) General and Transferable Skills

After participating in the course, students would be able to:

d1- Demonstrate leadership skills and coordinate with fellow colleagues to submit a group task or assignment

XXIII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Introduction and Cell injury	Definition, Branches of pathology and Terminology. Causes of cell injury Types of cell injury	1	2
2	Necrosis	Definition Causes Types Apoptosis	2	2
3	Adaptation	Definition Atrophy Hypertrophy Hyperplasia Metaplasia Dysplasia Carcinoma – in situ	3.4	4
4	Inflammation	Definition Acute inflammation Chronic inflammation Suppurative inflammation	5	2
5	Repair	Definition Types Fibrosis Wound healing Fractures healing	6	2
6	Mid-Term Exam		7	2
7	Infection	Definition Types Bacterial, viral, fungal and protozoal diseases	8	2
8	Immunology	Definition Types of immune disorders Hypersensitive Autoimmune disease	9	2

9	Circulatory disturbance	Definition Thrombosis Clot Embolism Ischemia Infarction Congestion Oedema	10,11	4
10	Bone disturbance	Definition Types Osteosarcoma, Ewings sarcoma, Marfans syndrome, Downs syndrome	12,13	4
11	Neoplasia	Definition Classification Characters Benign Malignant Staging, grading and Metastasis	14,15	4
12	Final Exam		16	2
Number of Weeks /and Units per Semester			16	32

b - Practical Aspect			
Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	Cell pathology. atrophy, hypertrophy, hyperplasia, metaplasia, dysplasia	3, 4	4
2	Inflammation	5, 6	4
3	Infection disease	7, 8	4
4	Tumor pathology	9, 10	4
5	Immunopathology disease	11	2
6	Diseases of the bone.	12, 13	4
7	Review	14	2
8	Final exam	15	2
Number of Weeks / Units per Semester		13	26

XXIV. Teaching strategies of the course

- Lectures
- Presentation
- Discussion
- Laboratory sessions
- Case Study
- Self-learning
- Brain storm

XXV. Assessment Methods of the Course:

- Quizzes
- Assignments
- Mid-term Exam
- Final Exam
- Final Practical Exam

XXVI. Assignments:

No.	Assignments	Week due	Mark
1	Requirement	3 rd -14 th	10
2	Presentation	12 th -14 th	10
Total			20

XXVII. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part				
No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Quizzes 1 & 2	4 th -12 th	10	10%
2	Mid-Term Exam	8 th	20	20%
3	Final Theoretical Exam	16 th	40	40%
Total			70	70%
Assessment of Practical Part				
1	Assignments	3 rd -14 th	20	20%
2	Final Practical Exam	15 th	10	10%
Total			30	30%

XXVIII. Learning Resources:

5- Required Textbook(s) (maximum two)

- 1- Harsh Mohan, 2010, Textbook of Pathology, 5th Edition, Jaypee Brothers Medical Publishers, Printed in India.
- 2- Vinay Kumar, Abul K Abbas, and Jon C Aster, 2013, Robbins Basic Pathology, 9th Edition, Elsevier Saunders.

3- Essential References

- 1- Rubin, Emanuel; Reisner, Howard M, 2009, Essentials of Rubin's Pathology, 5th Edition, Lippincott Williams, Lippincott Williams and Wilkins, USA, Printed in the USA.
- 2- Manson's 2009 Manson's tropical diseases 22nd edition. Elsevier Churchill livingstone, USA
- 3- Handouts of all lectures will be available at the department

4- Electronic Materials and Web Sites, etc.

- 1- <http://www.pathologyoutlines.com/>
- 2- <https://thepathologist.com/subspecialties/histology>
- 3- <https://www.med.illinois.edu/m2/pathology/pathatlasf/titlepage.html>
- 4- <http://www.kasralainy.edu.eg/elearning/>

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

Faculty of Medical Sciences

Department of Pharmacy

Bachelor of General Pharmacy & Pharm D

Course Specification of Pharmacology-I

Course No.(DPH227)



This template of course specifications was prepared by CAQA, Yemen, 2017.

Prepared by:

Reviewed by:

Head of the Department:

Quality Assurance head

Dean:

VIII. Course Identification and General Information:					
1	Course Title	Pharmacology-I			
2	Course Number & Code:	DPH227			
3	Credit hours:	C.H			Total
		Th.	Pr.	Tr.	
		2			2
4	Study level/ semester at which this course is offered:	2 rd level /2 nd semester			
5	Pre –requisite (if any):	Biochemistry, Physiology, Anatomy			
6	Co –requisite (if any):	None			
7	Program (s) in which the course is offered:	Bachelor degree of Pharm. D.			
8	Language of teaching the course:	English			
9	Location of teaching the course:	The department theaters			
10	Prepared by:	Updated by Dr. AbdulmalikAbudonia			
11	Date of approval:				

CIX. Course description:

This course will cover the important concepts about the basis of drug action and the pharmacological basis of therapeutic. This course in pharmacology includes a systematic study of the effects of the drugs on different organ systems and disease, the mechanisms by which drugs produce their therapeutic and adverse effects, interactions, contraindications and the factors influencing their biological actions. This course will focus on pharmacology of the drugs acting on autonomic nervous system (ANS), autotoxins and related Drugs, and drug therapy of Arthritis and gout.

I. Course Intended learning outcomes (CILOs) of the course		Referenced PILOs
a.1	Describe the principles of pharmacokinetics and pharmacodynamics.	A5, A 8
a.2	Describe the pharmacokinetic, pharmacodynamic and properties of the major classes of chemotherapeutic agents and drugs acting on ANS..	A7
b.1	Demonstrate knowledge of special concepts useful in the study of	

	pharmacokinetics and pharmacodynamics.	B 1
b.2	Classify the different chemotherapeutics agents and drugs acting on ANS based on pharmacokinetic and pharmacodynamic properties of the drug/s and their appropriate dosage forms and routes of administration..	B2
c.1	Use rational drugs of chemotherapeutic agents and drugs acting on ANS especially those of clinical importance based on drug benefits and the common serious side effects..	C1, C5
d.1	Share effectively appropriate therapeutic treatment decisions based on various sources as text books, scientific journals, internet.	D1, D3, D4, D5

(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- Describe the principles of pharmacokinetics and pharmacodynamics	Lecture Instructor – student Interactive Office hour	Exam Assignment
a2- Describe the pharmacokinetic, pharmacodynamic and properties of the major classes of chemotherapeutic agents and drugs acting on ANS.	Lecture Instructor – student Interactive Office hour	Exam Assignment

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

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
b1- Demonstrate knowledge of special concepts useful in the study of pharmacokinetics and pharmacodynamics	Lecture Instructor – student Interactive Exercises	Problem-Solving Exercises Assignment
b2- Classify the different chemotherapeutics agents and drugs acting on ANS based on pharmacokinetic and pharmacodynamic properties of the drug/s and their appropriate dosage forms and routes of administration.	Instructor – student Interactive Exercises	Problem-Solving Exercises. Assignment

(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- Userational drugs of chemotherapeutic agents and drugs acting on ANS especially those of clinical importance based on drug benefits and the common serious side effects.	Lecture Instructor – student Interactive Self-Learning Exercises	Exam Assignment

(D) Alignment Course Intended Learning Outcomes of Transferable Skillsto Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
d1- Share effectively appropriate therapeutic treatment decisions based on various sources as text books, scientific journals, internet.	Instructor – student Interactive Self-Learning Seminar Exercises	Presentation Discussion

CX. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

No.	Units / Topics	Learning Outcomes	Sub Topics List	Number of Weeks	Contact Hours
1	General Pharmacology	a 1, a2, b1, c 1	Introduction to pharmacology ➤ Terminology: Definition of pharmacology, toxicology and drug, Drug classes, Sources of Drugs, Drug Nomenclature, Drug Discovery and Evaluation, Dosage Forms of Drugs, Routes of Administration	1	2
			Pharmacodynamics: ➤ Definition and principles of Pharmacodynamics, general principles of drug action, molecular basis of drug targets, theory of receptor, major families of receptors, chemistry of receptors and drugs, regulation of receptors, agonist and antagonist, dose-response curve (efficacy, potency, EC50), therapeutic index. Factors affecting the dosage and action of drug, dynamics of drug interactions (Definition and classification)	2	4

			<p>Pharmacokinetics:</p> <ul style="list-style-type: none"> ➤ Pharmacokinetics definition and its principles, factors affecting absorption, distribution, metabolism, excretion and bioavailability of drugs, binding of drugs to plasma proteins, drug displacement from plasma proteins, induction and inhibition of cytochrome P450 system, basic pharmacokinetic parameters, loading dose and maintenance dose. Adverse Drug Reactions, kinetics of drug interactions (Definition and classification).
2	MIDEXAM	a 1, a2, b1, c 1	
3	Pharmacology of the Autonomic Nervous System (ANS)	a 1, a2, b1, b2, c1, d 1	<ul style="list-style-type: none"> ➤ Classification of ANS, Neurotransmitters of parasympathetic and sympathetic nervous systems (function, synthesis, release, and fate), parasympathetic and sympathetic receptors (Types , location and mechanism of signal transduction) , overview of the different roles of the sympathetic and parasympathetic divisions of the nervous system in homeostasis and general physiology.
			<p>Cholinergic agonists</p> <ul style="list-style-type: none"> ➤ Direct and indirect acting cholinergic agonists, Acetylcholinesterasereactivator
			<p>Cholinergic antagonists</p> <ul style="list-style-type: none"> ➤ Antimuscarinic drugs, Ganglion blockers, Depolarizing/ nondepolarizingneuromuscular blockers (skeletal muscle relaxants)
			<p>Adrenergic agonists</p> <ul style="list-style-type: none"> ➤ Direct- acting (Nonselective adrenergic receptors agonists, selective and nonselective β receptor agonists, selective $\alpha 1$ receptor agonists, selective $\alpha 2$ receptor agonists), indirect acting and mixed- acting adrenergic agonists, Catecholamine and non-catecholamine adrenergic agonists.
			<p>Adrenergic antagonists</p> <ul style="list-style-type: none"> ➤ Selective and nonselective α receptor antagonists, selective and nonselective β receptor antagonists, α and β receptors antagonists.
4	Pharmacology of Autocoids and Related Drugs	a 1, a2, b1, b2, c1, d 1	<ul style="list-style-type: none"> ➤ Histamine and antihistaminics (H1 antagonists and H2 antagonists), serotonin and its antagonists, drug therapy of Migraine, prostaglandins, leukotrienes (eicosanoids) and vasoactive peptides
			<p>Non-steroidal anti-inflammatory drugs (NSAIDs)</p>

			<ul style="list-style-type: none"> ➤ Nonselective cyclooxygenase (COX) inhibitors, COX-2 inhibitors, Non-NSAID pain relievers (Acetaminophen)
5	Drug Therapy of Arthritis and Gout	a 1, a2, b1, b2, c1, d 1	<ul style="list-style-type: none"> ➤ Drugs for osteoarthritis Non-narcotic analgesics/NSAIDs, Glucocorticoids, Opioid analgesics ➤ Drugs for rheumatoid arthritis NSAIDs, Disease modifying antirheumatic drugs, Antimalarials, Methotrexate, Anticytokines, Glucocorticoids ➤ Drugs for gout and gouty arthritis NSAIDs, Other anti-inflammatory drugs (colchicine), Uricosuric agents and inhibitors of uric acid synthesis
6	Final Exam	a 1, a2, b1, b2, c1, d 1	
Number of Weeks /and Units Per Semester			

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	NA			
2.				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14	Final Exam			
Number of Weeks /and Units Per Semester				

CXI. Teaching strategies of the course:

- 1) Lectures (whiteboard, computer, data show, ... etc)
 - Lecturing is the most widely used teaching method in higher education. Lectures are used to teach new knowledge and skills, promote reflection and stimulate further work and learning.
- 2) Tutorials (small group discussion):
 - Tutorial a meeting with a very small group, often based on feedback to an essay or assignment. They are some of the most traditional models for learning in groups in higher education.
- 3) Problem solving (case study) sessions
 - These cases can be used as stimulus material to encourage students or trainees to learn about a specific clinical condition. In the problem solving sessions, the problems are encountered after all the relevant knowledge has been acquired.
- 4) Practical Classes (Chemicals and experimental animals)
 - Laboratory/practical classes and workshops play a major role in the education of experimental scientists

CXII. Assignments:

No.	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	Assignment (1)	a 1, a2, b1, b2, c1, d 1	Week 3-13	20
2	Assignment (2)	a 1, a2, b1, b2, c1, d 1		
Total				20

I. Schedule of Assessment Tasks for Students During the Semester:

Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
Assignments	3th, 6th, 9th and 12th	20	20%	a 1, a2, b1, b2, c1, d 1
Midterm Exam (Theory)	8	20	20%	a 1, a2, b1, b2, c1, d 1
Final Exam (Theory)	16	60	60%	a 1, a2, b1, b2, c1, d 1
Total		100	100%	a 1, a2, b1, b2, c1, d 1

IX. Learning Resources:

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

1. H.P. Rang, M.M Dall, J.M Ritter, R.J Flower, (2007) Rang and Dale's Pharmacology, 6th edition- Churchill Livingstone.
2. G. Katzung. AJ Trevor & S Masters, (2009) Basic and Clinical Pharmacology, 11th Edition, McGraw-Hill/Lang

2- Essential References.

1. Finkel, Clark, Champe & Cubeddu, (2009) Lippincott's Illustrated Reviews: Pharmacology, 4th edition, Lippincott Williams & Wilkins
2. Tripathi K.D., (2008) *Essentials of Medical Pharmacology*, 6th edition, Jay Pee, New Delhi.
3. Department Lectures Notes and Practical **Manual**.

Latest editions of all the suggested books are recommended.

3- Electronic Materials and Web Sites etc.

- 1- Power Point Presentation (PPT) Slides for Lectures Delivery.

2- websites:

- i. www.fda.gov
- ii. <http://www.mhra.gov.uk/index.htm>
- iii. <http://jpet.aspetjournals.org>
- iv. <http://www.jpharmacol.com>
- v. <http://www.sciencedirect.com>
- vi. <http://www.ncbi.nlm.nih.gov/pubmed>

X. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	<p>Class Attendance:</p> <ul style="list-style-type: none"> - Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused. -In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.
2	<p>Tardy:</p> <ul style="list-style-type: none"> - Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> - It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination. -A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination). -A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p>
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> - Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course. -The submission date extension will not be granted only by the consent of the faculty member concerned. In the case of late submission, the student must provide a reasonable explanation to the faculty member. <p>Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and</p>

	holidays.
5	<p>Cheating:</p> <p>-If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>
6	<p>Plagiarism:</p> <ul style="list-style-type: none">▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source.▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment. <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p>
7	<p>Other policies:</p> <ul style="list-style-type: none">▪ - Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.

تمريض باطني جراحي 2

Department of Nursing

Bachelor of Nursing

Course Specification of Epidemiology Course No.()

2021/2022



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Prepared by:

Dr. Fawz Abol Gaith

Reviewed by:

Dr. Taha A.alazeez

Quality Assurance

Dean:

XIII. Course Identification and General Information:						
1	Course Title:	Epidemiology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	seminar	
		2				2
4	Study level/ semester at which this course is offered:	2 nd level 2 nd semester				
5	Prerequisites:	Research methodology & biostatistics				
6	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Nursing				
8	Language of teaching the course:	English				
9	Study System:					
10	Location of teaching the course:	University camp				
11	Prepared by:	Associate Prof. Fawz Abol Gaith				
12	Date of Approval					

CXIV. Course Description:	
<p>This course is designed to study the distribution and determinants of health and disease in human populations. The concepts, language and principles of epidemiology will be explored. Emphasis is on description, and interpretation of modes of transmission of diseases. Students will gain knowledge critical to understanding the natural history of diseases, the evaluation of preventive interventions, and relevance of epidemiological methods. The principles and methods of epidemiology investigation, both of infectious and noninfectious diseases are included</p>	

CXV. Outcomes of the Course

knowledge and understanding skills

- a1:** Identify which chronic, infectious, and degenerative diseases contribute the most morbidity within and across populations.
- a2:** Describe the trends in mortality due to the most common infectious, chronic and degenerative diseases within and across populations.
- a3:** Identify the appropriate analytic methods for calculating key measures of morbidity (i.e. prevalence, incidence), mortality (e.g. mortality rates, etc) and measures of association (e.g. risk ratio, rate ratio, odds ratio, etc.).
- a4:** Identify key sources of data for epidemiologic purposes
- a5:** Identify the principles and limitations of public health screening programs.

Intellectual skills

- b1:** Use epidemiological databases to explore risk factors and health outcome relationships.
- b2:** Select appropriate epidemiological techniques for addressing question/problem of interest.
- b3:** Design, collect, manage, critically analyze, and interpret data from an epidemiological study.
- b4:** Interpret results for clinical applications.

Professional and practical skills

Not applicable

General and transferable skills

- d1:** work effectively with the research team to develop, design, and conduct the epidemiological study.
- d2:** Present information to different audiences in-person, through information technologies, or through media channels.
- d3:** write a report about the study results

CXVI. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding
After completing this program, students would be able to:		After participating in the course, students would be able to:
A1	knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1: Identify which chronic, infectious, and degenerative diseases contribute the most morbidity within and across populations.
A2	describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups	a2: Describe the trends in mortality due to the most common infectious, chronic and degenerative diseases within and across populations. a3: Identify the appropriate analytic methods for calculating key measures of

A3	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	morbidity (i.e. prevalence, incidence), mortality (e.g. mortality rates, etc) and measures of association (e.g. risk ratio, rate ratio, odds ratio, etc.). a4: Identify key sources of data for epidemiologic purposes a5: Identify the principles and limitations of public health screening programs.
A4	Describes communicable and non-communicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.	

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Interactive Lectures 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Written mid-term Exam ▪ Written final Exam
a1-	Identify which chronic, infectious, and degenerative diseases contribute the most morbidity within and across populations.		
a2-	Describe the trends in mortality due to the most common infectious, chronic and degenerative diseases within and across populations.		
a3-	Identify the appropriate analytic methods for calculating key measures of morbidity (i.e. prevalence, incidence), mortality (e.g. mortality rates, etc) and measures of association (e.g. risk ratio, rate ratio, odds ratio, etc.).		
a4-	Identify key sources of data for epidemiologic purposes		
a5-	Identify the principles and limitations of public health screening programs.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1:	Use epidemiological databases to explore risk factors and health outcome relationships.
B2	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2:	Select appropriate epidemiological techniques for addressing question/problem of interest.
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b3:	Design, collect, manage, critically analyze, and interpret data from an epidemiological study.
		b4:	Interpret results for clinical applications.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Use epidemiological databases to explore risk factors and health outcome relationships.	<ul style="list-style-type: none"> ▪ Seminars ▪ Group discussion 	<ul style="list-style-type: none"> ▪ Group discussion evaluation. ▪ Case study questions.
b2-	Select appropriate epidemiological techniques for addressing question/problem of interest.		
b3-	Design, collect, manage, critically analyze, and interpret data from an epidemiological study.		
b4-	Interpret results for clinical applications.		

(C) Professional and Practical Skills			
Alignment of CILOs to PILOs in professional and practical skills			
PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	Not applicable	c1-	Not applicable
C2		c2-	
C3			
C4			
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:			
CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Not applicable	Not applicable
c1-	Not applicable		
c2-			

(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1	Integrates ethical, legal and professional standards into nursing practice	d1: work effectively with the research team to develop, design, and conduct the epidemiological study. d2: Present information to different audiences in-person, through information technologies, or through media channels. d3: write a report about the study results	
D2	Efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.		
D3	Works as a one of team and manages time efficiently.		
D4	Evaluates and solves problems and takes appropriate decisions when needed.		

D5	Uses effective communication strategies to actively participate as a member of the healthcare team.	
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Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Role play. - Scientific writing for reporting. 	<ul style="list-style-type: none"> - Evaluation of role play. - Report evaluation.
d1-	work effectively with the research team to develop, design, and conduct the epidemiological study.		
d2-	Present information to different audiences in-person, through information technologies, or through media channels.		
d3-	Write a report about the study results		

II. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to epidemiology	a1,a2,a3, a4,a5	– Definition, concept, aims, scope,uses	1	2
2	Causation of disease	a1, a4, b1, b4	– Definition of causality, types of causes, theories of causality, Factors in causation	1	2
3	Natural history of disease	a2, a5, b1, b3	<ul style="list-style-type: none"> – Health concepts – Disease concepts – Natural history of disease in communicable disease – Natural history of disease in non-communicable disease – Gaps in natural history in non-communicable disease 	1	2
4	Concepts of disease prevention and control	a3, a4,a5, b3, b4	<ul style="list-style-type: none"> – Concepts of Control, elimination and eradication – Concept of prevention – Level of prevention 	1	2

			<ul style="list-style-type: none"> - Primordial prevention - Primary prevention - Secondary prevention - Tertiary prevention - Mode of intervention - Prevention and control of communicable disease - Prevention and control of non-communicable disease 		
5	Surveillance in public health	a3, a4,a5, b1, b2, b3, b4	<ul style="list-style-type: none"> - Define public health surveillance - Purposes & Uses of Surveillance - Components and Activities of Surveillance - Conducting Surveillance - Characteristic of ideal Surveillance System - Sources of Data - Evaluation of a Surveillance System 	1	2
6	Screening in epidemiology	a3, a4,a5, b1, b2, b3, b4	<ul style="list-style-type: none"> - Types of diseases are appropriate for screening - The characteristics of a good screening test - The reliability of a screening test, and list the factors that influence reliability - "Detectable pre-clinical phase" of disease - Definition, calculation, and interpretation of the following: <ul style="list-style-type: none"> - Sensitivity - Specificity - Positive predictive value - Negative predictive value of a screening test 	1	2
7	Midterm				
8	Epidemiological studies 1	a2, a3, a4, a5,	<ul style="list-style-type: none"> - Descriptive studies - Analytic studies 	1	2

9	Epidemiological studies 2	b1, b2, b3, b4	<ul style="list-style-type: none"> - Experimental studies 	1	2
10	Measuring the disease frequency	a1, a2, a3, a4, a5, b1, b2, b3, b4	<ul style="list-style-type: none"> - Def. of study population, and explain the difference between fixed and dynamic populations - The term "at risk" - The differences between proportion, ratio, and rate - Define and calculate prevalence, and distinguish between point prevalence and period prevalence - "Person-years of observation" and calculation of the number of person-years of observation from epidemiologic data - Cumulative incidence and incidence rate - The mathematical relationship between prevalence and incidence rate ($P=IR \times D$) - The mathematical relationship between cumulative incidence and incidence rate ($CI=IR \times T$) - Special types of incidence: morbidity rate, mortality rate, attack rate, case-fatality rate, live birth rate, and infant mortality rate - Special types of prevalence: autopsy rate, birth defect rate 	1	2
11	Measures of Association	a1, a2, a3, a4, a5, b1, b2, b3, b4	<ul style="list-style-type: none"> - 2x2 table Construction for summarizing epidemiologic data - comparing the prevalence or incidence of illness in 2 or more groups. - Definition, calculation, and interpretation of the following measures of association: <ul style="list-style-type: none"> - Cumulative incidence ratio <ul style="list-style-type: none"> - Cumulative incidence difference - Incidence rate ratio - Incidence rate difference 	1	2

			<ul style="list-style-type: none"> - Definition, calculation, and interpretation of the following measures: <ul style="list-style-type: none"> - Attributable proportion/fraction - Population attributable proportion/fraction - Differences between absolute and relative differences measures and when they are most appropriate. 		
12	Bias and confounding factors	a1, a2, a3, a4, a5, b1, b2, b3, b4	<ul style="list-style-type: none"> - Definition of confounding factors - Control of confounding factors - Concepts of bias - Types of bias - Minimizing of bias 	1	2
13	Outbreak investigation	a1, a2, a3, a4, a5, b1, b2, b3, b4	<ul style="list-style-type: none"> - Definition of cluster, outbreak, epidemic - Reasons for reporting outbreak - The initial information of a possible disease outbreak. - Determine whether an epidemic exists - Line listing definition and uses - A community outbreak of disease, and the initial steps of an investigation - A traditional epidemic curve - Given data in a two-by-two table, calculation of the appropriate measure of association 	1	2
14	Final Theoretical Exam				
Number of Weeks /and Units per Semester				16	

b - Practical Aspect				
Order	Tasks/ Experiments	CIOs (symbols)	Number of Weeks	Contact Hours
1	Not Applicable			
2				
3				
4				
5				

VI. Teaching strategies of the course

- Interactive Lecture
- Group discussion
- Case study
- Role play.
- Scientific writing for reporting.

XXVIII. Assessment Methods of the Course:

- Class Participation
- Quizzes

XXIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CIOs (symbols)
1	Class Participation	Weekly	5	a1, a2, a3, a4, a5, b1.
	Quizzes	4 th & 10 th	5	a1, a2, a3, a4, a5, b1.
	Home work	Weekly	5	a1, a2, a3, a4, a5, b1, b2, b3, b4, c1, c2.
	Presentation	Start from 3 rd week	5	a1, a2, a3, a4, a5, b1, b2, b3, b4, c1, c2,d1,d2.
Total			20	

XXX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Quizzes	4 th & 10 th	5	5	a1, a2, a3, a4, a5, b1.
2	Assignments & Homework, Tasks & Presentation	vary	20	20	a1, a2, a3, a4, a5, b1, b2, b3, b4, c1, c2,d1,d2.
3	Mid-Term exam	7 th	15	15	a1, a2, a3, a4, a5, b1.
4	Practical reports			Not applicable	
5	Final exam practical			Not applicable	
	Final Exam theory	14 th	60	60	a1, a2, a3, a4, a5, b1.
	Total		100	100%	

XXXI. Learning Resources:

47- Required Textbook(s) (maximum two)

Celentano, D. & Szklo, M. (2018) Gordis Epidemiology, 6th Edition, Elsevier.

48- Essential References

Aschengrau, A. & Seage, G. (2020) Essentials of Epidemiology in Public Health, Fourth Edition, JONES & BARTLETT LEARNIN, USA

49- Electronic Materials and Web Sites, etc.

Pod online text: Principles of Epidemiology: An Introduction to Applied Epidemiology and Biostatistics. Second Edition. It is available at: http://www.phppo.cdc.gov/PHTN/catalog/pdf/Epi_Course.pdf
Epidemiology, the Internet and Global Health. An online compilation of hundreds of lectures on a wide variety of topics; I would recommend this site to anyone interested in further reading on a specific subject area. The site can be accessed at <http://www.pitt.edu/~super1/>

XXXII. Course Policies:

1	
2	Tardiness:
3	Exam Attendance/Punctuality:
4	Assignments & Projects:
5	Cheating:
6	Plagiarism:
7	Other policies:

الجامعة الوطنية
NU

تمريض باطني جراحي 2

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of Health assessment
Course No.()

2021/2022



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2017.

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Prepared by:

Dr. Fawz Abol Gaith

Reviewed by:

Dr.

Quality Assurance

Dean:

VIII. Course Identification and General Information:

1	Course Title:	Health assessment				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	1			3
4	Study level/ semester at which this course is offered:	2 nd level 2 nd semester				
5	Prerequisites:	Anatomy and Physiology				
6	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Nursing				
8	Language of teaching the course:	English				
9	Study System:					
10	Location of teaching the course:	University camp				
11	Prepared by:	Associate Prof. Fawz Abol Gaith				
12	Date of Approval					

CXIX. Course Description:

This course is designed to provide the students with the knowledge and skills that are necessary to perform the physical examination and history taking. It focused on the skills of interviewing, inspection, palpation, percussion, and auscultation to allow the students to differentiate the deviation from normal findings.

CXX. Outcomes of the Course

knowledge and understanding skills

- a1. Identify the body systems structure and function.
- a2. Determine the clinical picture which is deviated from the normal findings
- a3. Explain the principles of history taking and physical examination.

Intellectual skills

- b1. Design the nursing care plan according to the history taking and physical examination.
- b2. Integrate the principles of physical examination and applied science in the inferential of the nursing diagnosis
- b3. Differentiate between normal and abnormal findings.

Professional and practical skills

- c1. Demonstrate a clinical examination using the four techniques of the physical examination.
- c2. Apply the history taking and physical examination principles to assess the health status of the patients.

General and transferable skills

- d1. Professionally and ethically perform the skills of the history taking and physical examination
- d2. To utilize the technology in the documentation of the health assessment findings.
- d3. Use the skills of critical thinking throughout the health assessment
- d4. Demonstrate the skills of effective communication during the health assessment

CXXI. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1-	Identify the body systems structure and function.
A2	describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups	a2-	Determine the clinical picture which is deviated from the normal findings
		a3-	Explain the principles of history taking and physical examination.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Interactive Lectures 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Written mid-term Exam ▪ Written final Exam
a1-	Identify the body systems structure and function.		
a2-	Determine the clinical picture which is deviated from the normal findings		
a3-	Explain the principles of history taking and physical examination.		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PIOs in professional and practical skills		CIOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	practices practical nursing to provide safe and effective care to various individuals using appropriate technology.	c1-	Demonstrate a clinical examination using the four techniques of physical examination.
C2	Apply professional nursing theories and concepts	c2-	Apply the history taking and physical examination principles to assess the health status of the patient.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods			
CIOs in professional and practical skills		Teaching strategies/methods	Assessment Methods
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Practical session 	<ul style="list-style-type: none"> ▪ Formative
c1-	Demonstrate a clinical examination using the four techniques of the physical examination.		
c2-	Apply the history taking and physical examination principles to assess the health status of the patients.		

(B) Intellectual Skills

Alignment of Course CIOs to PIOs in intellectual skills:			
PIOs in intellectual skills		CIOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1-	Design the nursing care plan according to the history taking and physical examination
B2	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2-	Integrate the principles of physical examination and applied science in the inferential of the nursing diagnosis
B3	Independently identifies and evaluates evidence-based clinical problems and	b3-	Differentiate between normal and abnormal findings.

	develops appropriate nursing interventions for them.		
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:			
CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Design the nursing care plan according to the history taking and physical examination	<ul style="list-style-type: none"> ▪ Seminars ▪ Group discussion 	<ul style="list-style-type: none"> ▪ Group discussion evaluation. ▪ Case study questions.
b2-	Integrate the principles of physical examination and applied science in the inferential of the nursing diagnosis		
b3-	Differentiate between normal and abnormal findings.		

(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1	Integrates ethical, legal and professional standards into nursing practice	d1-	Professionally and ethically perform the skills of the history taking and physical examination
D2	Efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d2-	To utilize the technology in the documentation of the health assessment findings.
D4	Evaluates and solves problems and takes appropriate decisions when needed.	d3-	Use the skills of critical thinking throughout the health assessment
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.	d4-	Demonstrate the skills of effective communication during the health assessment

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Role play. - Scientific writing for reporting. 	<ul style="list-style-type: none"> - Evaluation of role play. - Report evaluation.
d1-	Professionally and ethically perform the skills of the history taking and physical examination		
d2-	To utilize the technology in the documentation of the health assessment findings.		
d3-	Use the skills of critical thinking throughout the health assessment		
d4-	Demonstrate the skills of effective communication during the health assessment		

VII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction	a3	<ul style="list-style-type: none"> - Introduce the course syllabus and objectives. - Definition of the health assessment - Components of health assessment - Types of health assessment 	1	2
2	Health History	a3, b1, c2, d1, d2, d3, d4	<ul style="list-style-type: none"> - Definition - Types - Techniques of interview - Component of health history 	1	2
3	Physical examination techniques	a3, c1, c2, d1, d2	<ul style="list-style-type: none"> - Preparation of patient for physical examination - Draping 	1	2

			<ul style="list-style-type: none"> - Physical examination techniques: <ul style="list-style-type: none"> - Inspection. - Palpation. - Percussion. - Auscultation. 		
4	Integumentary system assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Over view of the anatomy and physiology of the skin, nail and hair. - Chief complaints and common symptoms - Physical examination of the skin <ul style="list-style-type: none"> - Skin colours - Types of skin lesions - Physical examination of the nail. - Physical examination of the hair. 	1	2
5	Head and neck assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Over view of the anatomy structure of the head and neck. - Chief complaints and common symptoms - Physical examination of the head - Physical examination of the sinuses - Physical examination of the mandibular - Physical examination of the neck - Physical examination of the head and neck lymph node. 	1	2
6	Eye assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Over view of the anatomy and physiology of the eye. - Chief complaints and common symptoms. - Physical examination of the external eye structure 	1	2

			<ul style="list-style-type: none"> - Visual acuity examination. - Visual field examination. - Eye movement examination - Eye reflexes examination 		
7	ENT assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Overview of the anatomy and physiology of the ears, nose, throat and mouth. - Chief complaints and common symptoms - Physical examination of the ears. - Physical examination of the nose. - Physical examination of the mouth and throat. 	1	2
8	Mid-Term Theoretical Exam				
9	Cardiovascular system assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Overview of the anatomy and physiology of the cardiovascular system. - Chief complaints and common symptoms. - Inspection <ul style="list-style-type: none"> - General - Jugular vein - Capillary refilled - Palpation <ul style="list-style-type: none"> - Point of maximum impulse - Abnormal findings - Auscultation <ul style="list-style-type: none"> - Normal Heart sounds - Abnormal or additives heart sounds. 	1	2
10	Respiratory system assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Overview of the anatomy and physiology of the respiratory system. - Chief complaints and common symptoms. - Inspection: 	1	2

			<ul style="list-style-type: none"> - General. - Clubbing fingers - Peripheral and central cyanosis - Breathing patterns. - Chest shape. - Palpation: <ul style="list-style-type: none"> - Chest expansion. - Tactile fremitus. - Percussion: <ul style="list-style-type: none"> - Location and order of percussion. - Normal sound over lung. - Auscultation: <ul style="list-style-type: none"> - Location and order of auscultation. - Normal lung sounds. - Additive and abnormal lung sounds. 		
11	GIT assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Overview of the anatomy and physiology of the respiratory system. - Chief complaints and common symptoms. - Inspection: <ul style="list-style-type: none"> - Imaginary abdominal division. - General. - Auscultation: <ul style="list-style-type: none"> - Normal and abnormal bowel sound. - Palpation: <ul style="list-style-type: none"> - Light and deep - Liver and spleen palpation. - Percussion: <ul style="list-style-type: none"> - Normal sound over abdomen 	1	2
12	Neurological system	a1, a2,	<ul style="list-style-type: none"> - Overview of the anatomy and 	1	2

	assessment	b2, b3, d1, d2, d3, d4	<p>physiology of the nervous system.</p> <ul style="list-style-type: none"> - Chief complaints and common symptoms. - Physical examination of the: <ul style="list-style-type: none"> - Mental status. - Level of consciousness. - Cranial nerve function. - Reflexes. 		
13	Musculoskeletal system assessment	a1, a2, b2, b3, d1, d2, d3, d4	<ul style="list-style-type: none"> - Overview of the anatomy and physiology of the nervous system. - Chief complaints and common symptoms. - Inspection of all muscles, bones and joints: <ul style="list-style-type: none"> - Swollen - Redness - Discoloration - Palpation of all muscles, bones and joints: <ul style="list-style-type: none"> - Tenderness. - Swollen. - Crepitation. - Palpation of the peripheral pulses. - Palpation of the lymph nodes. - Move: <ul style="list-style-type: none"> - Passive or active examination of range of motion for all joints. - Assess the muscles strength. - Compare with the opposite side 	1	2
14	Nutritional assessment	a1, a2,	<ul style="list-style-type: none"> - Anthropometric 	1	2

		b2, b3, d1, d2, d3, d4	assessment. – Physical examination of micro and macro nutrients deficiencies. – Lab investigations. – Nutritional and dietary history		
15	Breast and reproductive system assessment	a1, a2, b2, b3, d1, d2, d3, d4	– Overview of the anatomy and physiology of the breast and female reproductive system. – Chief complaints and common symptoms. – Physical examination of the breast: – Inspection. – Palpation. Physical examination of the female genitalia : – Inspection of the external genitalia. – Speculum pelvic examination. – Bimanual vaginal examination.	1	2
16	Final Theoretical Exam				
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	History taking		1	1
2	Physical examination techniques		1	1
3	Head to toe examination		1	1
4	Physical examination of the integumentary system		1	1
5	Physical examination of the head and neck		1	1

6	Physical examination of the eye		1	1
7	Physical examination of the ENT		1	1
8	Physical examination of the cardiovascular system		1	1
9	Physical examination of the respiratory system		1	1
10	Physical examination of the abdomen		1	1
11	Physical examination of the neurological system		1	1
12	Physical examination of the musculoskeletal system		1	1
13	Physical examination of the breast		1	1
15	Physical examination of the reproductive system		1	1

VI. Teaching strategies of the course

- Interactive Lecture
- Group discussion
- Case study
- Lab practice
- Role play.
- Scientific writing for reporting.

XXXIII. Assessment Methods of the Course:

- Class Participation
- Quizzes
- Weekly report
- Presentation

XXXIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Class Participation	Weekly	5	
	Quizzes	4 th & 10 th	5	
	Weekly report	Weekly	5	

	Presentation	Start from 3 rd week	5	
	Total		20	

XXXV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Quizzes	4 th & 10 th	5	5	
2	Assignments & Homework, Tasks & Presentation	vary	5	5	
3	Mid-Term exam	7 th	10	10	
4	Practical reports	Weekly	20	20	
5	Final exam practical	13 th	20	20	
	Final Exam theory	14 th	40	40	
	Total		100	100%	

XXXVI. Learning Resources:

50- Required Textbook(s) (maximum two)

Jarvis, C. (2020). Physical Examination and Health Assessment. 8th ed., Saunders.

51- Essential References

er, J.R. (2017). Nurses' Handbook of Health Assessment. 9th ed., Lippincott, Williams & ns.

52- Electronic Materials and Web Sites

p films for procedure demonstration.
healthology.com.

XXXVII. Course Policies:

1	
2	Tardiness:

3	Exam Attendance/Punctuality:
4	Assignments & Projects:
5	Cheating:
6	Plagiarism:
7	Other policies:

The National University

Faculty of Medical Sciences

Department of Medical Laboratories

Program title: Bachelor degree of Medical Laboratories

الجمهورية اليمنية
وزارة التعليم العالي والبحث
العلمي

مجلس الاعتماد الأكاديمي وضمان جودة التعليم العالي

Course Specification of Medical Biostatistics

XIII. Course Identification and General Information:						
1	Course Title	Medical Biostatistics				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2				2
4	Study level/ semester at which this course is offered:	4 th level / 1 nd t semester				
5	Pre –requisite (if any):	-				
6	Co –requisite (if any):					
7	Program (s) in which the course is offered:	Bachelor degree of Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	The Department theaters				
10	Prepared by:	Dr. Taha Abdul-Aziz kaid				

11	Date of approval:	
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IV. Course description:

This required course introduces and provides the students with major concepts of Biostatistics which include the basic principles of for the collection, analysis, variability on the interpretation of research findings and presentation of data in all areas of pharmaceutical sciences. Also it is give the student's application skill in uses the different Biostatistics technique such as SPSS program in analysis of data. the

XV. Intended learning outcomes (ILOs) of the course:

At the end of this course the students should be able to:

46. Describe the fundamentals and principles of Biostatistics.
47. Define the statistical terms and parameters.
48. Explain concepts of probability, random variation and sampling.
49. Differentiate between quantitative problems that can be addressed with standard, commonly used statistical methods and those requiring input from a professional biostatistician.
50. Evaluate computer output containing statistical procedures and graphics and interpret it in a health population context.
51. Apply assumptions & limitations of common statistical tests & choose appropriate tests for analysis.
52. Apply numerical, tabular, and graphical descriptive techniques commonly used to characterize and summarize the pharmaceutical data.
53. Apply SPSS program in analysis of data.
54. Calculate appropriate sample size in different types of studies.
55. Implement writing, presentation skills and Communicate and cooperate effectively with his colleagues and other specialist to prepare a scientific topic.
11. Use effectively different computer skills such as internet, word processing and data sheet to interoperate and analysis of statistical tests result.
12. Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others..

VI. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Describe basic principles and the practical importance of key concepts from probability and inference, inductive versus deductive reasoning, including random variation, systematic error, sampling error, measurement error, hypothesis testing and confidence bounds	a1-	Describe the fundamentals and principles of Biostatistics
		a2-	Define the statistical terms and parameters.
		a3-	Explain concepts of probability, random variation, and sampling.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
a1-	Describe the fundamentals and principles of Biostatistics	Lecture method , Computer based teaching and learning, group discussion.	Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, homework, and Written exam.
a2-	Define the statistical terms and parameters.		
a3-	Explain concepts of probability, random variation, and sampling.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: **Intellectual**

skills	
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students would be able to:	
B1- Identify appropriate statistical methods to be applied in a given research setting, apply these methods, and acknowledge the limitations of those methods.	b1- Differentiate between quantitative problems that can be addressed with standard, statistical methods and those commonly used requiring input from a professional biostatistician.
	b2- Evaluate computer output containing statistical procedures and graphics and interpret it in a health population context.
	b3- Apply assumptions & limitations of common statistical tests & choose appropriate tests for analysis.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		
b1- Differentiate between quantitative problems that can be addressed with statistical standard, commonly used methods and those requiring input from a professional biostatistician.	Lecture method, Computer based teaching and learning Group Discussion, Problem solving sessions	Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, homework, and Written exam.
b2- Evaluate computer output containing statistical procedures and graphics and interpret it in a health population context.		
b3- Apply assumptions & limitations of common statistical tests & choose appropriate tests for analysis.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills

Practical Skills			
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1-	Apply SPSS program to characterize and analyze of the pharmaceutical and medical data.	c1-	Apply numerical, tabular, and graphical descriptive techniques commonly used to characterize and summarize the pharmaceutical data.
		c2-	Apply SPSS program in analysis of data.
		c3-	Calculate appropriate sample size in different types of studies.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills After participating in the course, students would be able to:		Teaching strategies/methods to be used	Methods of assessment
c1-	Apply numerical, tabular, and graphical descriptive techniques commonly used to characterize and summarize the pharmaceutical data.	Lecture method and group discussion	Practical works, homework, practical exam and practical reports.
c2-	Apply SPSS program in analysis of data.		
c3-	Calculate appropriate sample size in different types of studies.		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills After completing this program, students would be able to:		Course Intended Learning Outcomes (CILOs) in General / Transferable skills After participating in the course, students would be able to:	
D1-	Work independently or collaboratively as a teamwork member to prepare seminars/ presentations or write reports.	d1-	Implement writing, presentation skills and Communicate and cooperate effectively with his colleagues and other specialist to prepare a scientific topic.
D2-	Use computer and technology efficiently to collect, analyze and interpret information to gain knowledge in field of pharmaceutical biostatistics.	d2-	Use effectively different computer skills such as internet, word processing and data sheet to interoperate and analysis of statistical tests result.
D3-	Implement writing and presentation skills and demonstrate critical thinking and decision making abilities and life-long learning.	d3-	Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		
d1- Implement writing, presentation skills and Communicate and cooperate effectively with his colleagues and other specialist to prepare a scientific topic.	Small group discussions, Tutorials and Practical sessions.	Homework, and reports.
d2- Use effectively different computer skills such as internet, word processing and data sheet to interoperate and analysis of statistical tests result.		
d3- Work independently or as a member of team effectively and lead teams carrying out various professional tasks and accept the view of others.		

VII. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a1, c3, d1-3	Definitions, Data Visualization Stem-and-Leaf Plot Samples And Populations	1	2
2	Location Parameters	a1, a2, d1-3	Mode, Median, Mean, Spread Parameters: Range, Variance, Covariance, Frequency Distributions, Bias, Precision, and Accuracy	1	2
3	Design of Experiments and Collection of Data	a1, a3, c3, b3, d1-3	Sampling By Questionnaire, Sampling In The Chemical Laboratory Sampling In Biological and Clinical Experiments	1	2
4	Design and Conduct Of Clinical Trials	a1, a3, b3, c1,d1-3	Allocation of Patients in randomized design, crossover design	2	4

5	Mid Exam	a1-3, b3		1	2
6	The Binomial And Normal Probability Distributions	a3, b1, b3, c1, d1-3	The Binomial Distribution, The Normal Distribution, Computing Probabilities from The Normal Distribution, Normal Approximation To The Binomial Distribution	1	2
7	Estimation And Statistical Inference and Data Transformations	a3, b1, b3, c1, d1-3	Estimation And Confidence Intervals, Statistical Inference And The T Distribution, T Test, Construct A Null Hypothesis Construct An Alternative Hypothesis, Choose The Level Of Significance T, Beta Error And Power, Choose A Sample, Determine Whether The Test Should Be One- Or Two-Sided, Make Observations And Construct A T Test, Two Independent Sample T Test, Paired T Test, Testsfor Proportions, Chi-Square Test, The F Distribution And Testsof Significance, Analysisof Variance (Anova) And Experimental Design, Multiple Comparisons In Anova, Other Anova Designs Common To Pharmaceutical Problems, Crossover Design, Nonparametric Tests of Significance, Exact Tests, Rejection Of Aberrant Observations	6	12
	SPSS program	a1, b2, c2, d1-3	program in Using of SPSS analysis of data	2	4
8	Final Exam	a1-3, b1-3, c1, c3		1	2
Number of Weeks /and Units Per Semester				16	32

VIII. Teaching strategies of the course:

Lecture method, Group Discussion, Problem solving sessions and Computer based teaching and learning.

VII. Assignments:

No.	Assignments	Aligned CILOs (symbols)	Week Due	Mark
1	Homework Assignments	a1-2, b1, c1-2, d1-3	Sporadic through the semester	10
2	Reports	c1.		

I. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Attendance, Participation and quizzes	All Weeks	10	10%	a3, b3, c1
	Oral Tests and Homework-assignments	Sporadic through the semester	10	10%	a1, a2, b1, c1-2, d1-3
2	Theoretical mid-semester exam	8 th	20	20%	a1-3, b3
3	Final Exam (theoretical)	16 th	60	60%	a1-3, b1-3, c1, c3
	Total		100	100%	

II. Students' Support:

Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

III. Learning Resources:	
1- Required Textbook(s) (maximum two).	
	<ol style="list-style-type: none"> 1. Danial W (1995). Biostatistics: A foundation for analysis in health science. (6th ed.) New York: John Wipij & sensing, USA. 2. Wayne W.D. 2004, Biostatistics: A foundation for Analysis in the health sciences 8th edition.
2- Recommended Books and Reference Materials.	
	2- Essential Medical Statistics, 2003, 2 nd ed. Blackwell Publishing company.
3- Electronic Materials and Web Sites etc.	
	Biostatistics./ wiki/ en. Wikipedia. Org / :http
IV. Facilities Required:	
1 - Accommodation:	<ul style="list-style-type: none"> - Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
6 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory with internet facilities.
V. Course Improvement Processes:	
51- Strategies for obtaining student feedback on effectiveness of teaching	
	<ul style="list-style-type: none"> ▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester. ▪ Meeting with students and faculty (once per semester).
52- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> ▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester. ▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).
53- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> ▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions. ▪ Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.
54- Processes for verifying standards of students' achievement	
	<ul style="list-style-type: none"> ▪ Checking of a sample of students' work by an independent faculty member. ▪ Periodic exchange and check marking of a sample of students' assignments with a faculty

	<p>member from another institution.</p> <ul style="list-style-type: none"> ▪ Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). ▪ Regular follow-up of laboratory logbooks to assess the practical achievement of students.
<p>55- Procedures for periodically reviewing of course effectiveness and planning for improvement</p>	
	<ul style="list-style-type: none"> ▪ Student rating and feedback ▪ Peer rating and feedback ▪ Regular meeting of the Curriculum Committee of the faculty.
<p>6- Course development plans</p>	
	<ul style="list-style-type: none"> ▪ Conducting regular workshops for the staff for improving their course specification skills. ▪ Regular revision of course specification and syllabus items.

VI. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	<p>Class Attendance:</p> <p>- Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.</p> <p>-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.</p>
2	<p>Tardy:</p> <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently shall be considered to be absent.</p>
3	<p>Exam Attendance/Punctuality:</p> <p>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</p> <p>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</p> <p>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</p> <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness</p>

	(hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> - Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course. -The submission date extension will not be granted only by the consent of the faculty member concerned. <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>
5	<p>Cheating:</p> <ul style="list-style-type: none"> -If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses. <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source. ▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment. <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p>
7	<p>Other policies:</p> <ul style="list-style-type: none"> ▪ - Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. <p>Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.</p>

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of Dental Morphology 1 Course No.() Nursing Informatics

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Dr

Dr.

CXIX. Course Identification and General Information:

1	Course Title:	Nursing Informatics				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2				2
4	Study level/ semester at which this course is offered:	Third year/ second semester				
5	Prerequisites:	Computer skills none				
6	Co –requisite:					
7	Program (s) in which the course is offered:	Nursing				
8	Language of teaching the course:	English				
9	Study System:	Regular (semester)				
10	Location of teaching the course:	University Campus				
11	Prepared by:	Associated. Pro. Dr. Adel Ahmed Al-Moutawakel				
12	Date of Approval					

CXXX. Course Description:

This course will introduce the student to important informatics tools that are currently being utilized in healthcare to ensure safe and quality care. Electronic Health Records (EHR), telehealth, personal reference management software, Evidence-Based Practice (EBP), and HIPAA will be emphasized

CXXXI. Outcomes of the Course

- Describe the evolution of computer technologies, Internet, and the World Wide Web (WWW).
- Discuss the impact of computer technology on professional nursing practice.
- List and discuss the new emerging computer technologies in nursing and how they impact patient care
- Explain different storage media for data.
- use computer systems or other appropriate forms of technology to achieve educational and personal goals
- communicate effectively in both speech and writing.

XXXII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1-	Identify terminology, concepts, technology and systems in the context of informatics.
A2	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	a2-	Describe the difference between data, information, and knowledge
A3	Describes communicable and noncommunicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.	a3-	Define data integrity and its relevance for health care.
A4	describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups.	a4-	Discuss services available on the Internet and World Wide Web.
		a5-	Define the following information systems: hospital, clinical, and administrative.
		a6-	Explain the functions of a nursing information system

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Identify terminology, concepts, technology and systems in the context of informatics.	<ul style="list-style-type: none"> Interactive Lecture, seminars, and discussion 	Written exam , Attendance assignments and participation,
a2-	Describe the difference between data, information, and knowledge		
a3-	Define data integrity and its relevance for health care.		

a4-	Discuss services available on the Internet and World Wide Web.		
a5-	Define the following information systems: hospital, clinical, and administrative.		
a6-	Explain the functions of a nursing information system		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1-	Analyze the design of clinical information systems and patient care technologies that promote safe, quality, and cost-effective care
B2	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2-	Evaluate technical and scientific health information appropriate for various users' needs, including patients and their caregivers.
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b3-	Differentiate between the nursing process and critical pathways/protocol approaches to the design of a nursing systems.
		b4	Compare and contrast the similarities and differences between electronic medical record (EMR) and the computer-based patient record (CPR).

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Analyze the design of clinical information systems and patient care technologies that	Small group activities, problem based learning, and discussion	<ul style="list-style-type: none"> • Quizzes • Group Project

	promote safe, quality, and cost-effective care		• Discussions
b2-	Evaluate technical and scientific health information appropriate for various users' needs, including patients and their caregivers.		
b3-	Differentiate between the nursing process and critical pathways/protocol approaches to the design of a nursing systems.		
b4.	Compare and contrast the similarities and differences between electronic medical record (EMR) and the computer-based patient record (CPR).		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	practices practical nursing to provide safe and effective care to various individuals using appropriate technology.	c1-	Demonstrate informatics literacy skills in complex decision making.
C2	Apply professional nursing theories and concepts.	c2-	Utilize essential elements for validating nursing knowledge on the internet.
C3	Uses evidence to provide rationales for nursing interventions.	c3-	Present and report his/her works correctly using appropriate writing rules and technologies media.
C4	efficiently implements the comprehensive health care plan to enhance the health of the individual and the community.	c4-	Demonstrate ability to combine informatics with nursing practice.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills	Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able	▪ feed-back learning.	Group project

	to:	<ul style="list-style-type: none"> ▪ Group-project, ▪ role play 	Discussions
c1-	Demonstrate informatics literacy skills in complex decision making.		
c2-	Utilize essential elements for validating nursing knowledge on the internet.		
c3-	Present and report his/her works correctly using appropriate writing rules and technologies media.		
c4-	Demonstrate ability to combine informatics with nursing practice.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1.	Integrates ethical, legal and professional standards into nursing practice	d1-	Evaluate ethical and legal issues within health systems relating to the use of information technology, communication networks, and patient care technology
D2.	efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d2-	Review important legislation for the protection of health care records.
D3.	works as a one of team and manages time efficiently.	d3-	Demonstrate responsibility in using information and communication technology
D4.	Evaluates and solves problems and takes appropriate decisions when needed.	d4-	Differentiate between privacy, confidentiality, and information security
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.		
D6	Participate in planning primary health programs		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills	Teaching strategies/methods	Methods of assessment
--	-----------------------------	-----------------------

After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Feed-back learning ▪ Lecture ▪ small group work, ▪ discussions, <p style="text-align: center;">Audio- visual material</p>	<ul style="list-style-type: none"> ▪ Assignments ▪ Written exam , Attendance ▪ Reports, presentations, and direct observation
d1-	Evaluate ethical and legal issues within health systems relating to the use of information technology, communication networks, and patient care technology		
d2-	Review important legislation for the protection of health care records.		
d3-	Demonstrate responsibility in using information and communication technology		
d4-	Differentiate between privacy, confidentiality, and information security		

III. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction	a1,a2,a5	Terminology, concepts, technology, and systems used in informatics	1	2
2	Historical preview	a1,	Past, present, and future role of technology in revolutionizing/transforming advanced nursing practice	1	2
3	Management of technology	a4,a6,c1, c2,c3	Choosing, implementing, and evaluating appropriate clinical information systems for advanced nursing practice	2	4
4	Uses of technology	a3,a4,a6, b1,b2,b3 ,b4,c1,c 2,c3,c4, d1,d4	Use of health care technologies in clinical decision making, quality improvement, patient education, and practice management	2	4
5	Some applications using in nursing informatics	a4,a6,b4 ,c1,c3,d 1,d2,d3	Simulators, electronic records, telemedicine... etc	1	2
6	Midterm exam	a1,a3,a4, a5,a6,	-----	1	2
7	Technology in nursing	a1,a4,c1, c3,d1,d2	Use and effects of technology in nursing education	2	4

	education	,d3,d4			
8	Nursing administration in technology	a5,b1,c4 ,d2,d3	Leadership role of advanced practice nursing in health care informatics	2	4
9	Analysis skills in technology	a3,a6,b1 ,b2,b3,b 4,c1,c2,c 4,d2,d3	Analysis of evolving issues in the field of nursing informatics	1	2
10	Ethical aspects	a1,a6, c1,c4,d1 ,d4	Legal and ethical implications of health care technology	1	2
	Course Review	a1,a2,a3, a4,a5,a6,	Review of the course topics by discussion session.	1	2
	Final exam	a1,a2,a3, a4,a5,a6, b1,b2,b3	-----	1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect none

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

VI. Teaching strategies of the course

Lecture It is the most frequently employed teaching method to convey knowledge and explain theories to students in large groups (50-200) or in sessions, which consist of more than one group gathered in one classroom. The efficiency of lecturing can be enhanced by using techniques such as **Brain-storming**: It depends on stimulation of the student's brain through a group of questions &/or **Concepts map**: which depends on sequencing of thoughts in the form of maps with horizontal or vertical relations & by using **learning aids** such as Data show projector

Feed-back learning: students are individually asked to do perform quick tests (quiz) or to do certain assignments such as problems solving, homework, topics summarizing or internet search. The teacher will provide them feed-back correction & evaluation

Group projects: students work on a project in groups of 2 to 3 students. Important for learning by doing ,using the results in practical manner &for promoting team work skills

Lab skills. Using computer, software, applications and other devices that related to nursing informatics and technology

XXXVIII. Assessment methods of the Course:

- Written exam ,
- Attendance,
- Quizzes
- Assignments

XXXIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1				
Total				

XL. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part

No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Attendance	1 - 15	5	5%	
2	Assignments (1 + 2)	4, 14	5	10%	b1,b2,b3,b4,c1,c2,c3
3	Quiz 1 + Quiz 2	7, 12	10	5%	a1,a2,a3,b1,b2,b3
	Mid-semester exam of theoretical part (written exam)	8	20	20%	a1, a4, b2, b3, b4, c1, d2
	Final exam of theoretical part (written exam)	16	60	60%	a2, a3, a4, b1, b2, b3, b4, b5, c1, d2
			100	100	

1					
2					
Total			30	30%	

XLI. Learning Resources:

53- Required Textbook(s) (maximum two)

McGonigle, Dee and Mastrian, Kathleen (2012). Nursing Informatics and the Foundation of Knowledge. Jones & Bartlett, Sudbury, Ma. ISBN: 978-1-4496-3174-1

54- Essential References

American Psychological Association. (2009). Publication manual of the American Psychological Association (6thed.). Washington, DC: Author. ISBN: 9781433805615

55- Electronic Materials and Web Sites, etc.

<http://www.nursinginformatics.org>

XLII. Course Policies:

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 Tardiness:
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.

7 Other policies:

- Using mobile or another electronic device of storing or transfer data in class during the lecture or the exam is forbidden.
- Abnormal behavior is not acceptable and student will face punitive proceedings
- Eating or drinking is strictly prohibited.

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of General nutrition
Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Dr: Khaled N. Homaid

Dr.

XXIV. Course Identification and General Information:						
1	Course Title:	General nutrition				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2				2
4	Study level/ semester at which this course is offered:	Level3 semester 1				
5	Prerequisites:	Medical Biochemistry				
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor in Nursing				
8	Language of teaching the course:	English				
9	Study System:	Regular (semester)				
10	Location of teaching the course:	University Campus				
11	Prepared by:	Khaled Homaid				
12	Date of Approval					

XXXV. Course Description:

This course aims to introduce the student to the study of food components: carbohydrates - protein - fats - minerals, vitamins, water, estimation of energy requirements and meal planning. The course also gives a simplified overview of digestion, absorption, and metabolism. The student also studies the many elements in different foods that make them associated with good health. The course also includes food sources, levels taken, specific biological needs, and excess or deficiency damage.

XXVI. Outcomes of the Course

After completing the course the student will be able to:

a1: Understands the definition of nutrition, nutrients and the functions of nutrients in the body

a2- Describes the processes of digestion, absorption and metabolism in the human body

a3- Explains the effect of nutrient deficiency and excess

a4- Define Dietary Reference Courses

a5 - Estimates basic metabolic energy and balance, intake and expenditure of energy, factors affecting energy expenditure, body needs, factors affecting energy expenditure and body needs from it

b1- Translate human nutrient and energy needs into daily food selection utilizing appropriate standards and guidelines.

b2- Suggests nutritional practices and their importance for nutrition and disease prevention.

b3- recommend following Recommended Dietary Allowances to ensure nutrient adequacy, density, balance, variety, and calorie control.

d1- Effectively communicates with other people with correct nutrition information

XXVII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1		a1-	Understands the definition of nutrition, nutrients and the functions of nutrients in the body
A2		a2-	Describes the processes of digestion, absorption and metabolism in the human body
A3		a3-	Explains the effect of nutrient deficiency and excess
A2		a4-	Define Dietary Reference Courses
A6		a5-	Estimates basic metabolic energy and balance, intake and expenditure of energy, factors affecting energy expenditure, body needs, factors affecting energy expenditure and body needs from it

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		-Interactive lecture -Dialogue and discussion, Brainstorming, Problem solving, Simulation and practical presentations, self-learning, exchange of experiences between colleagues	-Household costs assessment -Quizzes, -Theory tests -Assessment questions during the lecture
a1-	Understands the definition of nutrition, nutrients and the functions of nutrients in the body		
a2-	Describes the processes of digestion, absorption and metabolism in the human body		
a3-	Explains the effect of nutrient deficiency and excess		
a4-	Define Dietary Reference Courses		
a5-	Estimates basic metabolic energy and balance, intake and expenditure of energy, factors affecting energy expenditure, body needs, factors affecting energy expenditure and body needs from it		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

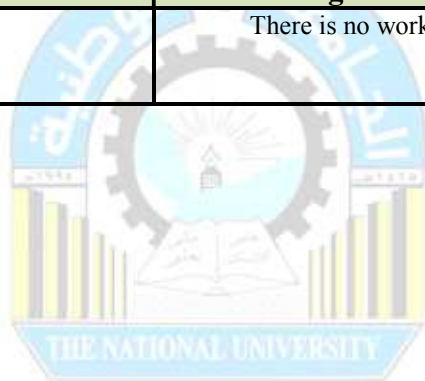
PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1		b1-	Translate human nutrient and energy needs into daily food selection utilizing appropriate standards and guidelines.
B5		b2-	Suggests nutritional practices and their importance for nutrition and disease prevention.
B3		b3-	recommend following Recommended Dietary Allowances to ensure nutrient adequacy, density, balance, variety, and calorie control.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case Study Interactive lecture -Dialogue and discussion, Brainstorming, Problem solving, Simulation and practical presentations, self-learning, exchange of experiences between colleagues	Case study evaluation Household costs assessment -Quizzes, -Theory tests - Assessment questions during the lecture tracking
b1-	Translate human nutrient and energy needs into daily food selection utilizing appropriate standards and guidelines.		
b2-	Suggests nutritional practices and their importance for nutrition and disease prevention.		
b3-	recommend following Recommended Dietary Allowances to ensure nutrient adequacy, density, balance, variety, and calorie control.		

(C) Professional and Practical Skills			
Alignment of CILOs to PILOs in professional and practical skills			
PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
	C1		
	C2		
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:			
CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
		There is no work	



(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
	D1	d1-	Effectively communicates with other people with correct nutrition information
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case Study	Case study

d1-	Effectively communicates with other people with correct nutrition information	Interactive lecture -Dialogue and discussion, Brainstorming, Problem solving, Simulation and practical presentations, , self-learning, exchange of experiences between colleagues	evaluation Household costs assessment -Quizzes, -Theory tests -Assessment questions during the lecture tracking

III. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	-Introduction to nutrition.	a1, a2,,b1,b2 ,d1	-Definition of nutrition, nutrients & energy -Food as source of nutrients -Development of Nutrition as a Science -Functions of food -Adequate, optimum & good nutrition -Malnutrition	1	2
2	Carbohydrates In the Nutrition	a1, a2, a4,b1,b2 ,d1	The importance of carbohydrates - carbohydrates in food • Nutritional value - dietary sources of carbohydrates • The health impact and recommendations of carbohydrates Absorption of carbohydrates - ketone bodies - glucose indicator - Index of glucose in food The importance of fiber for health Dietary sources of fiber The efficacy of the fiber	1	2
3	FatsIn the Nutrition	a1, a2,,b1,b2 • ,d1	The importance of fats - fats in foods Nutritional value - dietary sources of fats Health effect and recommendations from fats Digestion, absorption and transport of fats	1	2
4	Proteins In the Nutrition	a1, a2, ,b1,b2 ,d1	The importance of protein - protein in foods Nutritional value - food sources of protein Health impact and recommendations of protein	1	2

			Digestion, absorption and transport of protein Lack of protein and energy The nitrogen balance		
5	Digestion, absorption and metabolism	a1, a2, a4,b1,b2, d1	Introduction about the digestive system Define digestion, absorption, and metabolism Types of Digestion, Mechanical Digestion, Chemical Digestion, Digestive Enzymes Digestion in the mouth, stomach, duodenum and small intestine Factors affecting the digestive process absorption mechanism Types of metabolism Catabolism and Anabolism	1	2
6	Water soluble vitamins	a3,b1,b2, d1	B group vitamins and vitamin C The importance of vitamins The role of vitamins in the human body Food sources of vitamins Symptoms of deficiency or deficiency of vitamins Symptoms of increased intake (toxicity) Nutritional recommendations	2	4
7	Midterm exam	a1,a2,a4,b1,b2, d1		1	2
8	Fat soluble vitamins	a1, a2, a4,b1,b2, d1	Vitamins A E D K The importance of vitamins The role of vitamins in the human body Food sources of vitamins Symptoms of deficiency or deficiency of vitamins Symptoms of increased intake (toxicity) Nutritional recommendations	1	2
9	Major Metal Elements	a1, a2, a3,b1,b2, d1	The importance of the major mineral elements The role of major minerals in the human body Food sources Symptoms of deficiency or deficiency of major mineral elements Factors affecting bioavailability Nutritional recommendations	2	4
10	Minor Metal Elements,	a3,b1,b2, d1	The importance of the minor mineral elements The role of minorminerals in the human body Food sources	1	2

			Symptoms of deficiency or deficiency of minor mineral elements Factors affecting bioavailability Nutritional recommendations		
11	Estimation of energy need	a3,b1,b2 ,d1	Power balance – Definition of Energy – Units of measurement of energy Determination of energy in food - direct - indirect method • Estimation of the energy expended Estimation of energy requirement	1	2
12	water	a3,b1,b2 ,d1	The importance of water Distribution of water in the human body according to age and gender water balance Nutritional recommendations of water	1	2
13	Introduction to meal planning	a3,b1,b2 ,d1	Balanced Meal The four food groups • Browse the Food Pyramid Guide • A review of the system of Food exchange list in Meal Planning- Planning a meal Food exchange lists	1	2
14	Final exam	a3,a1,b 1,b2,d1		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
	There is no practical for the course			

VI. Teaching strategies of the course

- Lectures
- discussion
- Brainstorming
- Problem solving
- Simulation Method Practical presentations &
- projects
- Self-learning
- Cooperative Learning
- Exchanging experiences with colleagues

XLIII. Teaching Strategies of the Course:

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XLIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Recording the food consumed during a week and calculating the amount of energy and nutrients resulting from it and comparing it with the need	5	10	a1, a2, a3, a4, a5, d1, b1
Total				

XLV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Attendance and Activities	W9	10	%10	‘a1, a2, a3, a4, a5, b1 d1
2	Quizzes	W4	5	%5	‘a1, a2, a3, a4, a5, b1 d1
3	Midterm exam	W8	20	20%	‘a1, a2, a3, a4, a5, b1 d1
4	Student assignment	W12	5	%5	‘a1, a2, a3, a4, a5, b1 d1
5	Final exam	W16	60	%60	‘a1, a2, a3, a4, a5, b1 d1
Total			100	100%	

XLVI. Learning Resources:

56- Required Textbook(s) (maximum two)

- Eastwood, M. (2003). Principles of Human Nutrition. Blackwell Science 1- Ltd
- 2- Brown, Judth, E. (2005.). Nutrition, 4th edition. Canada: Thompson

	Wadsworth, Inc
57- Essential References	
	<ol style="list-style-type: none"> 1. Guthrie H. Andrews.(2011). Introductory Nutrition. Mosby Co.St. Lours. 2. Wardlaw, G.M. Insel, P.H. (1990). Perspectives in Nutrition Times Mirror / Mosby College Publishing Co. St. Louis, Toronto, Boston.
58-	
	<ol style="list-style-type: none"> 1. • www.sun.com/./edu/progrmws/star.html/ 2. www.infoscouts.com 3. http://militaryfinance.umuc.edu/education/edu-network.html/

XLVII. 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	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the mark allocated for the same.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Plan (Syllabus) of Therapeutic Nutrition

Course No. (----)

2021/2022

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:	Khaled N. Homaid	Office Hours					
Location & Telephone No.:	777251051						
E-mail:	Alymny987@yahoo.com	SAT	SUN	MON	TUE	WED	THU
						✓	

XXIX. Course Identification and General Information:

1	Course Title:	General Nutrition					
2	Course Number & Code:						
3	Credit hours:	C.H				Total	
		Th.	Pr.	Tr.	Seminar.		
		2				2	
4	Study level/ semester at which this course is offered:	Level3 Semester 1					
5	Prerequisites:	Medical Biochemistry					
6	Co-requisite:	None					
7	Program (s) in which the course is offered:	Bachelor In Nursing					
8	Language of teaching the course:	English					
9	Study System:	Regular (semester)					
10	Location of teaching the course:	University campus					
11	Prepared by:	Khaled Homaid					
12	Date of Approval						

XXX. Outcomes of the Course

After completing the course the student will be able to:

- a1: Understands the definition of nutrition, nutrients and the functions of nutrients in the body
- a2- Describes the processes of digestion, absorption and metabolism in the human body
- a3- Explains the effect of nutrient deficiency and excess
- a4- Define Dietary Reference Courses
- a5 - Estimates basic metabolic energy and balance, intake and expenditure of energy, factors affecting energy expenditure, body needs, factors affecting energy expenditure and body needs from it
- b1- Translate human nutrient and energy needs into daily food selection utilizing appropriate standards and guidelines.
- b2- Suggests nutritional practices and their importance for nutrition and disease prevention.
- b3- Recommend following Recommended Dietary Allowances to ensure nutrient adequacy, density, balance, variety, and calorie control.
- d1- Effectively communicates with other people with correct nutrition information

XXXI. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:

a1-	Understands the definition of nutrition, nutrients and the functions of nutrients in the body
a2-	Describes the processes of digestion, absorption and metabolism in the human body
a3-	Explains the effect of nutrient deficiency and excess
a4	Define Dietary Reference Courses
a5 -	Estimates basic metabolic energy and balance, intake and expenditure of energy, factors affecting energy expenditure, body needs, factors affecting energy expenditure and body needs from it

(B) Intellectual Skills

After participating in the course, students would be able to:

b1-	Translate human nutrient and energy needs into daily food selection utilizing appropriate standards and guidelines.
b2-	Suggests nutritional practices and their importance for nutrition and disease

	prevention.
b3-	Recommend following Recommended Dietary Allowances to ensure nutrient adequacy, density, balance, variety, and calorie control.

(C) Professional and Practical Skills

After participating in the course, students would be able to:

There is no practical for the course

(D) General and Transferable Skills

After participating in the course, students would be able to:

d1- Effectively communicates with other people with correct nutrition information

IX. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	-Introduction to nutrition.	a1, a2,,b1,b2 ,d1	-Definition of nutrition, nutrients & energy -Food as source of nutrients -Development of Nutrition as a Science -Functions of food -Adequate, optimum & good nutrition -Malnutrition	1	2
2	Carbohydrates In the Nutrition	a1, a2, a4,b1,b2 ,d1	The importance of carbohydrates - carbohydrates in food • Nutritional value - dietary sources of carbohydrates • The health impact and recommendations of carbohydrates Absorption of carbohydrates - ketone bodies - glucose indicator - Index of glucose in food The importance of fiber for health Dietary sources of fiber The efficacy of the fiber	1	2
3	Fats In the Nutrition	a1, a2,,b1,b2 • ,d1	The importance of fats - fats in foods Nutritional value - dietary sources of fats Health effect and recommendations from fats Digestion, absorption and transport of fats	1	2
4	Proteins In the	a1, a2,	The importance of protein - protein in foods	1	2

	Nutrition	,b1,b2 ,d1	Nutritional value - food sources of protein Health impact and recommendations of protein Digestion, absorption and transport of protein Lack of protein and energy The nitrogen balance		
5	Digestion, absorption and metabolism	a1, a2, a4,b1,b2 ,d1	Introduction about the digestive system Define digestion, absorption, and metabolism Types of Digestion, Mechanical Digestion, Chemical Digestion, Digestive Enzymes Digestion in the mouth, stomach, duodenum and small intestine Factors affecting the digestive process absorption mechanism Types of metabolism Catabolism and Anabolism	1	2
6	Water soluble vitamins	a3,b1,b2 ,d1	B group vitamins and vitamin C The importance of vitamins The role of vitamins in the human body Food sources of vitamins Symptoms of deficiency or deficiency of vitamins Symptoms of increased intake (toxicity) Nutritional recommendations	2	4
7	Midterm exam	a1,a2,a4,b1,b2,d1		1	2
8	Fat soluble vitamins	a1, a2, a4,b1,b2 ,d1	Vitamins A E D K The importance of vitamins The role of vitamins in the human body Food sources of vitamins Symptoms of deficiency or deficiency of vitamins Symptoms of increased intake (toxicity) Nutritional recommendations	1	2
9	Major Metal Elements	a1, a2, a3,b1,b2 ,d1	The importance of the major mineral elements The role of major minerals in the human body Food sources Symptoms of deficiency or deficiency of major mineral elements Factors affecting bioavailability Nutritional recommendations	2	4

10	Minor Metal Elements,	a3,b1,b2 ,d1	The importance of the minor mineral elements The role of minor minerals in the human body Food sources Symptoms of deficiency or deficiency of minor mineral elements Factors affecting bioavailability Nutritional recommendations	1	2
11	Estimation of energy need	a3,b1,b2 ,d1	Power balance – Definition of Energy – Units of measurement of energy Determination of energy in food - direct - indirect method • Estimation of the energy expended Estimation of energy requirement	1	2
12	water	a3,b1,b2 ,d1	The importance of water Distribution of water in the human body according to age and gender water balance Nutritional recommendations of water	1	2
13	Introduction to meal planning	a3,b1,b2 ,d1	Balanced Meal The four food groups • Browse the Food Pyramid Guide • A review of the system of Food exchange list in Meal Planning - Food exchange lists	1	2
14	Final exam	a3,a1,b 1,b2,d1		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect

Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	There is no practical for the course	1	2

XXXII. Teaching strategies of the course

1. Lectures
2. discussion
3. Brainstorming
4. Problem solving
5. Simulation Method Practical presentations &
6. projects
7. Self-learning
8. Cooperative Learning

9. Exchanging experiences with colleagues

XXXIII. Assessment Methods of the Course:

XXXIV. Assignments:

No.	Assignments	Week due	Mark
1	Recording the food consumed during a week and calculating the amount of energy and nutrients resulting from it and comparing it with the need	5 , 8	10
Total			10

- Written exam (mid and final terms and quizzes),
- Final oral exam
- Research
- Homework
- Teamwork

XXXV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part

No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Attendance and Activities	W9	10	%10
2	Quizzes	W4	5	%5
3	Midterm exam	W8	20	20%
4	Student assignment	W12	5	%5
5	Final exam	W16	60	%60
Total			100	100%

Assessment of Practical Part

1				
2				

XXXVI. Learning Resources:

6- Required Textbook(s) (maximum two)

- 1- Eastwood, M. (2003). Principles of Human Nutrition. Blackwell Science 1- Ltd
2- Brown, Judth, E. (2005.). Nutrition, 4th edition. Canada: Thompson Wadsworth, Inc

7- Essential References

- 1- Guthrie H. Andrews.(2011). Introductory Nutrition. Mosby Co.St. Lours.
2- Wardlaw, G.M. Insel, P.H. (1990). Perspectives in Nutrition Times Mirror / Mosby College Publishing Co. St. Louis, Toronto, Boston.

8- Electronic Materials and Web Sites, etc.

- 1- www.sun.com/./edu/progrmws/star.html/
2- www.infoscouts.com
3- <http://militaryfinance.umuc.edu/education/edu-network.html/>

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

7

Other policies:

The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

Faculty of Medical Science

Department of nursing

Bachelor of Nursing Sciences

Course Specification of **Pediatric Health Nursing**
Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Dr.

Dr.

CXL. Course Identification and General Information:						
1	Course Title:	Pediatric Health Nursing				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		4	3			7
4	Study level/ semester at which this course is offered:					
5	Prerequisites:					
6	Co-requisite:					
7	Program (s) in which the course is offered:	Nursing				
8	Language of teaching the course:	English				
9	Study System:	Semester				
10	Location of teaching the course:					
11	Prepared by:	Jamal Othman Al-Bahiri				
12	Date of Approval					

CXLI. Course Description:

This course designed to introduce the students to scientific knowledge and skills required in provide care of children & their families by applying the nursing process. This course focuses on the study of healthy children as well as children with common acute and chronic illnesses from birth to adolescence in the context of holistic approach of care through primary prevention, health promotion, and health maintenance of children's health, in addition to assessment and management of sick children. This course encourages students to utilize appropriate knowledge and skills in nursing interventions, problem-solving techniques, ethical and legal issues and a family-centered approach in the provision of empowered care in different clinical setting.

CXLII. Outcomes of the Course

By the end of this course, the student will be able to equip the essential knowledge and skills needed to provide care to children & their families during health and illness from birth to adolescence. Perform nursing skills and interventions safely and efficiently for children and their families with common health problems & according to their needs. This course also will prepare student with the essential competencies related to health promotion and prevention an illness and takes into consideration ethical and legal issues to care provision.

XLIII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	Knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1-	Recognize the basic knowledge and concepts from nursing, medicine, & other sciences related to pediatrics and their families to meet their health needs.
A1	Describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups.	a2-	Identify common disorders and alteration in the functional health patterns in health care to children and their families.
A2	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	a3-	Explain appropriate evidence-based nursing care relevant pediatric patient with respiratory, gastrointestinal, circulatory, hematology, genitourinary, cerebral, musculoskeletal and neuromuscular disorders.
	Describes communicable and noncommunicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Recognize the basic knowledge and concepts from nursing, medicine, & other sciences related to pediatrics and their families to meet their health needs.	<ul style="list-style-type: none"> • Lectures • Problem solving • Critical thinking • Cooperative Learning • Practical presentation • Tasks & Homework • Audio-visual materials 	<ul style="list-style-type: none"> • Written exams • Oral exams • Quizzes. • Observation • Oral Presentation
a2-	Identify common disorders and alteration in the functional health patterns in health care to children and their families.		
a3-	Explain appropriate evidence-based nursing care relevant pediatric patient with respiratory, gastrointestinal, circulatory,		

hematology, genitourinary, cerebral, musculoskeletal and neuromuscular disorders.		
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(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1-	Formulate nursing care plan using the nursing care process as a framework to ensure quality and comprehensiveness of nursing care for children in different age groups.
B2	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2-	Integrate the nursing considerations, skills, moral and ethical issues in providing care to children and their families.
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b3-	Analyze significant assessment data and nursing intervention appropriate to meet health needs for children in different age groups.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Formulate nursing care plan using the nursing care process as a framework to ensure quality and comprehensiveness of nursing care for children in different age groups.	<ul style="list-style-type: none"> • Lectures • Discussion • Problem solving • Critical thinking • Cooperative Learning • Practical presentation • Audio-visual materials 	<ul style="list-style-type: none"> • Written exams • Oral exams • Quizzes. • Oral Presentations
b2-	Integrate the nursing considerations, skills, moral and ethical issues in providing care to children and their families		
b3-	Analyze significant assessment data and nursing intervention appropriate to meet health needs for children in different age groups.		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	Practices practical nursing to provide safe and effective care to various individuals using appropriate technology.	c1-	Perform nursing care procedures correctly and efficiently during provide health care to children and their families, taking into consideration the ethics of the profession
C2	Apply professional nursing theories and concepts.		
C3	Uses evidence to provide rationales for nursing interventions.	c2-	Apply updated knowledge and findings of scientific research in evidence -based nursing care for children and their families to promote quality nursing care
C4	Efficiently implements the comprehensive health care plan to enhance the health of the individual and the community.	c3-	Uses efficiently nursing intervention and counselling strategies for health promotion and prevention disease and injury for families and their children.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
c1-	Perform nursing care procedures correctly and efficiently during provide health care to children and their families, taking into consideration the ethics of the profession	<ul style="list-style-type: none"> • Lectures • Practical in Laboratory (Lab work) • Discussion • Problem solving • Critical thinking • Cooperative Learning • Practical presentation • Role-play. 	<ul style="list-style-type: none"> • Written exams • Oral exams • Quizzes. • Practical exam
c2-	Apply updated knowledge and findings of scientific research in evidence -based nursing care for children and their families to promote quality nursing care		
c3-	Uses efficiently nursing intervention and counselling strategies for health promotion and prevention disease and injury for families and their children.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and

transferable skills			
PILOs in general and transferable skills		CILOs) in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1	Integrates ethical, legal and professional standards into nursing practice	d1-	Consider ethico-legal issues when providing nursing care for pediatric patient and their families.
D2	Efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d2-	Efficiently and safely, uses medical devices and technology related to pediatric patient's condition.
D3	Works as a one of team and manages time efficiently	d3-	Accomplish Tasks and Assignments alone or within a team successfully
D4	Evaluates and solves problems and takes appropriate decisions when needed.		Contribute to leadership and problem solving in development of healthcare
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.		Use effective & therapeutic communication based on trust and respect with health care team and pediatric patients and their families
D6	Participate in planning primary health programs.		Cooperate with health care providers to enhance patients health outcomes

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
d1-	Consider ethico-legal issues when providing nursing care for pediatric patient and their families.	<ul style="list-style-type: none"> • Group discussion • Case study • Cooperative learning • Seminars • Small group discussion • Self-learning and E-learning 	<ul style="list-style-type: none"> • Observation • Case studies • Assessment reports
d2-	Efficiently and safely, uses medical devices and technology related to pediatric patient's condition.		
d3-	Accomplish Tasks and Assignments alone or within a team successfully		
d4-	Contribute to leadership and problem solving in development of healthcare		
d5-	Use effective & therapeutic communication based on trust and respect with health care team and pediatric patients and their families		
d6-	Cooperate with health care providers to enhance patients health outcomes		

IV. Course Content:

1 – Course Topics/Items

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to Pediatric Nursing course	a1,a2,b2,b3,c1,c2,d1,d2,d4,d5,d6	<ul style="list-style-type: none"> – Course Orientation – Perspectives of child health nursing – Definition of child health Nursing – Principles of child health nursing. – Current and major childhood health problem – Essential care for hospitalized children – The Roles of the child health nurse 	1W	4h
2	Nursing Care of the newborn and family	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> – Adjustment to Extra uterine Life – Immediate care of the newborn – Nursery care from admission to discharge 	1W	4h
3	Nursing Care of the High Risk Newborn	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> – Preterm and Post term Infants – Hyperbilirubinemia – Respiratory distress syndrome – Neonatal Sepsis 	1W	4h
4	Respiratory disorder in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> – Overview of respiratory disorder in children – Upper Respiratory Tract Infections – Pharyngitis – Tonsillitis – Otitis media 	1W	4h
5	Respiratory disorder in	a1,a2,a3, b1,b2,b3 c1,c2,c3	<ul style="list-style-type: none"> – Croup Syndromes – Lower Respiratory 	1W	4h

	children	d1,d2,d3, d4,d5,d6	Tract Infections <ul style="list-style-type: none"> - Bronchitis - Pneumonia - Nursing care of respiratory disorder in children 		
6	Gastrointestinal disorder in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - Structural defects: - Cleft lip or cleft palate - Esophageal atresia, - Hernias - Disorders of Motility - Diarrhea ,Dehydration - Constipation - Hirschsprung Disease - Vomiting - Gastroesophageal Reflux 	1W	4h
7	Gastrointestinal disorder in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - Obstructive Disorders - Hypertrophic Pyloric Stenosis - Intussusception - Malabsorption syndrome: - Celiac disease, - Crohn's disease, - Short bowel syndrome - Nursing care of the child with Gastrointestinal disorder 	1W	4h
8		a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - Mid-Term Examination - Case study, PPT Presentation 	1W	4h
9	Cardiovascular disorder in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - Overview of Cardiovascular Dysfunction - Congenital heart diseases. 	1W	4h

			<ul style="list-style-type: none"> - A cyanotic defects - Cyanotic defects - Acquired heart disease: - Rheumatic fever - Vascular disease: - Kawasaki disease 		
10	Hematologic disorder in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<p>Overview of Hematologic Dysfunction</p> <ul style="list-style-type: none"> - Iron deficiency anemia - RBCs disorders: - Anemia - Thalassemia - Sickle cell anemia - Defects in Hemostasis - Hemophilia 	1W	4h
11	Genitourinary tract disorders in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<p>Nursing care of the child with a urinary tract disorder:</p> <ul style="list-style-type: none"> - Pyelonephritis, - Cystitis - Genitourinary tract disorders/ defect - External defect - Wilm's tumor - Glomerular Disease - Nephrotic Syndrome - Acute Glomerulonephritis 	1W	4h
12	Neurological disorders in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<p>Congenital malformations of CNS:</p> <ul style="list-style-type: none"> - Spinal bifida - Hydrocephalus - Intracranial Infections - Meningitis - Encephalitis - Nursing care of the unconscious child 	1W	4h
13	Musculoskeletal disorders in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - The child with The immobilized child: fractures - Congenital defect: 	1W	4h

			<ul style="list-style-type: none"> - DDH, Club foot - Scoliosis - Ostogenesis Imperfecta 		
14	Neoplastic disorders in children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - Leukemia - Nursing care of the child with cancer : Chemotherapy , BMT - Nursing care of the child with cancer : BMT 	1W	4h
15		a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	<ul style="list-style-type: none"> - PPT Presentation - Revision 	1W	4h
16		a1,a2,a3, b1,b2,b3 d1,d2,d3, d4	<ul style="list-style-type: none"> - FINAL EXAM 	1W	2h
Number of Weeks /and Units per Semester				16W	62h

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	- Physical examination of children	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	2W	6
2	- Vital signs and Anthropometric measure	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3
3	- Calculation and administration medication	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	3W	6
4	- Neonatal resuscitation	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3

5	- Infant feeding	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3
6	- Incubator care	c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3
7	- Oxygen therapy, Nebulizer and Suction	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	2W	6
8	- Sample Collections (blood, Urine and stool samples)	c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3
9	- Restraint	c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3
10	- Phototherapy	a1,a2,a3, b1,b2,b3 c1,c2,c3 d1,d2,d3, d4,d5,d6	1W	3
11	- Practical exam	a1,a2,a3, c1,c2,c3 d1,d2,d3,d5	1W	3
			15W	45

VI. Teaching strategies of the course

- Lectures
- Discussion
- Cases study
- Problem solving
- Critical thinking
- Practical presentation (Seminars)
- Assignments
- Practical in Laboratory (Lab work)
- Audio-visual materials
- Role-play.

- Cooperative learning
- Self-learning and E-learning

XLVIII. Teaching Strategies of the Course:

- Written exams
- Oral exams
- Quizzes.
- Practical exam
- Oral Presentation
- Observation
- Assessment reports

XLIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Written Assignment & Home works:*1 Report discussing about problem-oriented issue related to child health problems	W6&12	5	a1,a2,a3, b1,b2,b3 d1,d3,d5
2	PowerPoint presentations	W8&15	5	a1,a2,a3, b1,b2,b3 d1,d3,d5
Total			10	

L. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Assignments	W8&15	5	5%	a1,a2,a3, b1,b2,b3 d1,d3,d5
	Quizzes	W6&12	5	5%	a1,a2,a3, c1,c2,c3 d1,d2,d3, d5
2	Midterm Exam	W8	20	20%	a1,a2,a3, c1,c2,c3 d1,d2,d3, d5
3	Final Exam	W16	40	40%	a1,a2,a3, c1,c2,c3

					d1,d2,d3, d5
			70	70%	
1	Practical Evaluation	Every week	5	5%	c1,c2,c3 d1,d2,d3, d5
2	Assignments	W6&12	5	5%	a1,a2,a3, b1,b2,b3 d1,d3,d5
3	Practical Exam	W15	20	5%	a1,a2,a3, c1,c2,c3 d1,d2,d3, d5
	Total		30	30%	

LI. Learning Resources:

59- Required Textbook(s) (maximum two)

Wong. D &Hockenbery - Eaton M. (2017) Wong's Essentials of Pediatric Nursing 10th ed. St Louis; The C.V Mosby Co.

60- Essential References

1. Pillitteri, A. (2018). Maternal and Child Health Nursing: Care of the Childbearing and Childbearing Family . (8th). PA: Lippincott Williams and Wilkins.
2. Whaley, F., and Wong, D., (2011) Nursing Care of Infants and Children. St Louis, The C.V. Mosby Company
3. Pillitteri, A. (2014) Maternal and child Health: Care of the growing family, 6th.ed.Boston, little Brown and co.

61- Electronic Materials and Web Sites, etc.

1. <http://www.nlm.nih.gov/medlineplus/wilmstumor.html>.

LII. Course Policies:

1	
2	Tardiness:
3	Exam Attendance/Punctuality: كما هو محدد في لائحة شئون الطلاب.
4	Assignments & Projects: - يسلم الطالب التكاليف في الوقت المحدد من قبل استاذ المقرر او في الخطة وتعتبر غير مقبولة إذا سلمت بعد الوقت المحدد.
5	Cheating: تطبق لائحة شئون الطلاب الخاصة بذلك.

6	تطبق لائحة شئون الطلاب الخاصة بذلك.	Plagiarism:
7		Other policies:

Faculty of Medical Science

Department of Nursing Sciences

Bachelor of Nursing

Course Plan (Syllabus) of Pediatric Health Nursing

Course No. (-----)

2021/2022

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:		Office Hours					
Location & Telephone No.:							
E-mail:		SAT	SUN	MON	TUE	WED	THU

XXXVII. Course Identification and General Information:

1	Course Title:	Pediatric Health Nursing					
2	Course Number & Code:						
3	Credit hours:						
		4	3				7
4	Study level/ semester at which this course is offered:						

5	Prerequisites:	
6	Co –requisite:	
7	Program (s) in which the course is offered:	Nursing
8	Language of teaching the course:	English
9	Study System:	Semester
10	Location of teaching the course:	
11	Prepared by:	Jamal Othman Al-Bahiri
12	Date of Approval	

XXXVIII. Course Description:

This course designed to introduce the students to scientific knowledge and skills required in provide care of children & their families by applying the nursing process. This course focuses on the study of healthy children as well as children with common acute and chronic illnesses from birth to adolescence in the context of holistic approach of care through primary prevention, health promotion, and health maintenance of children's health, in addition to assessment and management of sick children. This course encourages students to utilize appropriate knowledge and skills in nursing interventions, problem-solving techniques, ethical and legal issues and a family-centered approach in the provision of empowered care in different clinical setting.

XXXIX. Outcomes of the Course

By the end of this course, the student will be able to equip the essential knowledge and skills needed to provide care to children & their families during health and illness from birth to adolescence. Perform nursing skills and interventions safely and efficiently for children and their families with common health problems & according to their needs. This course also will prepare student with the essential competencies related to health promotion and prevention an illness and takes into consideration ethical and legal issues to care provision.

XL. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:

- | | |
|-----|--|
| a1- | Recognize the basic knowledge and concepts from nursing, medicine, & other sciences related to pediatrics and their families to meet their health needs. |
| a2- | Identify common disorders and alteration in the functional health patterns in health care to children and their families. |
| a3- | Explain appropriate evidence-based nursing care relevant pediatric patient with respiratory, |

	gastrointestinal, circulatory, hematology, genitourinary, cerebral, musculoskeletal and neuromuscular disorders.
--	--

(B) Intellectual Skills

After participating in the course, students would be able to:

b1-	Formulate nursing care plan using the nursing care process as a framework to ensure quality and comprehensiveness of nursing care for children in different age groups.
b2-	Integrate the nursing considerations, skills, moral and ethical issues in providing care to children and their families
	Analyze significant assessment data and nursing intervention appropriate to meet health needs for children in different age groups.

(C) Professional and Practical Skills

After participating in the course, students would be able to:

c1-	Perform nursing care procedures correctly and efficiently during provide health care to children and their families, taking into consideration the ethics of the profession
c2-	Apply updated knowledge and findings of scientific research in evidence-based nursing care for children and their families to promote quality nursing care
c3-	Uses efficiently nursing intervention and counselling strategies for health promotion and prevention disease and injury for families and their children.

(D) General and Transferable Skills

After participating in the course, students would be able to:

d1-	Consider ethico-legal issues when providing nursing care for pediatric patient and their families.
d2-	Efficiently and safely, uses medical devices and technology related to pediatric patient's condition.
d3-	Accomplish Tasks and Assignments alone or within a team successfully
d4-	Contribute to leadership and problem solving in development of healthcare
d5-	Use effective & therapeutic communication based on trust and respect with health care team and pediatric patients and their families
d6-	Cooperate with health care providers to enhance patients health outcomes

XLI. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Introduction to Pediatric Nursing course	<ul style="list-style-type: none"> – Course Orientation – Perspectives of child health nursing 	1	4

		<ul style="list-style-type: none"> - Definition of child health Nursing - Principles of child health nursing. - Current and major childhood health problem - Essential care for hospitalized children - The Roles of the child health nurse 		
2	Nursing Care of the newborn and family	<ul style="list-style-type: none"> - Adjustment to Extra uterine Life - Immediate care of the newborn - Nursery care from admission to discharge 	1	4
3	Nursing Care of the High Risk Newborn	<ul style="list-style-type: none"> - Preterm and Post term Infants - Hyperbilirubinemia - Respiratory distress syndrome - Neonatal Sepsis 	1	4
4	Respiratory disorder in children	<ul style="list-style-type: none"> - Overview of respiratory disorder in children - Upper Respiratory Tract Infections - Pharyngitis - Tonsillitis - Otitis media 	1	4
5	Respiratory disorder in children	<ul style="list-style-type: none"> - Croup Syndromes - Lower Respiratory Tract Infections - Bronchitis - Pneumonia - Nursing care of respiratory disorder in children 	1	4
6	Gastrointestinal disorder in children	<ul style="list-style-type: none"> - Structural defects: - Cleft lip or cleft palate - Esophageal atresia, - Hernias - Disorders of Motility - Diarrhea ,Dehydration - Constipation - Hirschsprung Disease - Vomiting - Gastroesophageal Reflux 	1	4
7	Gastrointestinal disorder in children	<ul style="list-style-type: none"> - Obstructive Disorders - Hypertrophic Pyloric Stenosis - Intussusception 	1	4

		<ul style="list-style-type: none"> - Malabsorption syndrome: - Celiac disease, - Crohn's disease, - Short bowel syndrome - Nursing care of the child with Gastrointestinal disorder 		
8	<ul style="list-style-type: none"> - Mid-Term Examination - PPT Presentation 	<ul style="list-style-type: none"> - Mid-Term Examination - Case study, PPT Presentation 	1	4
9	Cardiovascular disorder in children	<ul style="list-style-type: none"> - Overview of Cardiovascular Dysfunction - Congenital heart diseases. - A cyanotic defects - Cyanotic defects - Acquired heart disease: - Rheumatic fever - Vascular disease: - Kawasaki disease 	1	4
10	Hematologic disorder in children	<ul style="list-style-type: none"> - Overview of Hematologic Dysfunction - Iron deficiency anemia - RBCs disorders: - Anemia - Thalassemia - Sickle cell anemia - Defects in Hemostasis - Hemophilia 	1	4
11	Genitourinary tract disorders in children	<ul style="list-style-type: none"> - Nursing care of the child with a urinary tract disorder: - Pyelonephritis, - Cystitis - Genitourinary tract disorders/ defect - External defect - Wilm's tumor - Glomerular Disease - Nephrotic Syndrome - Acute Glomerulonephritis 	1	4
12	Neurological disorders in children	<ul style="list-style-type: none"> - Congenital malformations of CNS: - Spinal bifida - Hydrocephalus - Intracranial Infections - Meningitis - Encephalitis - Nursing care of the unconscious child 	1	4

13	Musculoskeletal disorders in children	<ul style="list-style-type: none"> - The child with The immobilized child: fractures - Congenital defect: - DDH, Club foot - Scoliosis - Ostogenesis Imperfecta 	1	4
14	Neoplastic disorders in children	<ul style="list-style-type: none"> - Leukemia - Nursing care of the child with cancer : Chemotherapy , BMT - Nursing care of the child with cancer : BMT 	1	4
15	<ul style="list-style-type: none"> - PPT Presentation - Revision 	<ul style="list-style-type: none"> - PPT Presentation - Revision 	1	4
16	Final Theoretical Exam	- FINAL EXAM	1	2
Number of Weeks /and Units per Semester			16	62

b - Practical Aspect

Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	- Physical examination of children	2	6
2	- Vital signs and Anthropometric measure	1	3
3	- Calculation and administration medication	3	6
4	- Neonatal resuscitation	1	3
5	- Infant feeding	1	3
6	- Incubator care	1	3
7	- Oxygen therapy, Nebulizer and Suction	2	6
8	- Sample Collections (blood, Urine and stool samples)	1	3
9	- Restraint	1	3
10	- Phototherapy	1	3
	- Practical exam	1	3
		- 15	42

XLII. Teaching strategies of the course

- Lectures
- Discussion
- Cases study
- Problem solving
- Critical thinking
- Practical presentation (Seminars)
- Assignments
- Practical in Laboratory (Lab work)
- Audio-visual materials
- Role-play.
- Cooperative learning
- Self-learning and E-learning

XLIII. Assessment Methods of the Course:

- Written exams
- Oral exams
- Quizzes.
- Practical exam
- Oral Presentation
- Observation
- Assessment reports

XLIV. Assignments:

No.	Assignments	Week due	Mark
1	Written Assignment & Home works	W6&12	5
2	PowerPoint presentations	W8&15	5
Total			10

XLV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part

No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Assignments	W8&15	5	5%
	Quizzes	W6&12	5	5%
2	Midterm Exam	W8	20	20%

3	Final Exam	W16	40	40%
Total			70	70%
Assessment of Practical Part				
1	Practical Evaluation	Every week	5	5%
	Assignments	W6&12	5	5%
2	Practical Exam	W15	20	5%
Total			30	30%

XLVI. Learning Resources:

9- Required Textbook(s) (maximum two)

Wong. D &Hockenbery - Eaton M. (2017) Wong's Essentials of Pediatric Nursing 10th ed. St Louis; The C.V Mosby Co.

10- Essential References

1. Pillitteri, A. (2018). Maternal and Child Health Nursing: Care of the Childbearing and Childbearing Family . (8th). PA: Lippincott Williams and Wilkins.
2. Whaley, F., and Wong, D., (2011) Nursing Care of Infants and Children. St Louis, The C.V. Mosby Company
3. Pillitteri, A. (2014) Maternal and child Health: Care of the growing family, 6th.ed. Boston, little Brown and co.

11- Electronic Materials and Web Sites, etc.

1. <http://www.nlm.nih.gov/medlineplus/wilmstumor.html>.

XII. Course Policies:

1	
2	Tardiness: class.
3	Exam Attendance/Punctuality: كما هو محدد في لائحة شئون الطلاب.
4	Assignments & Projects: - يسلم الطالب التكاليف في الوقت المحدد من قبل استاذ المقرر او في الخطة وتعتبر غير مقبولة إذا سلمت بعد الوقت المحدد.
5	Cheating: تطبق لائحة شئون الطلاب الخاصة بذلك.
6	Plagiarism:

	تطبق لائحة شئون الطلاب الخاصة بذلك.
7	Other policies:

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of Therapeutic Nutrition Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Dr: Khaled N. Homaid

Dr. Ahmad abo taleb



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XLV. Course Identification and General Information:						
1	Course Title:	Therapeutic Nutrition				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2		3	
4	Study level/ semester at which this course is offered:	Level3 semester 2				
5	Prerequisites:	General Nutrition, Medical Biochemistry				
6	Co –requisite:	none				
7	Program (s) in which the course is offered:	Bachelor in Nursing				
8	Language of teaching the course:	English				
9	Study System:	Regular (semester)				
10	Location of teaching the course:	University Campus				
11	Prepared by:	Khaled Homaid				
12	Date of Approval					

XLVI. Course Description:

This course will introduce student to concepts and principles of basic nutrition. Also identify the major properties, functions, and important food sources of the nutrients. Also at the of this course the student knows the types of diet used in the treatment of some chronic diseases (e.g. diabetes and the chronic diseases of the renal, liver and heart and arteries), and knows the factors that might help in getting these diseases (e.g. obesity, genetic, bad dietary habits and smoking). The practical part of the course includes hospital visits to be more familiar with the diet therapy of the diseases that covers in the theoretical part of the course. The course gives the opportunity to the students for planning, treatment and follow-up patients for the following cases: Anemia, diabetes, diseases of the renal, etc

XLVII. Outcomes of the Course

After completing the course the student will be able to:

- a1: Knows the concepts and objectives of therapeutic nutrition
- a2- Distinguish the causes, signs, symptoms, diagnosis and therapeutic nutrition for most diseases and conditions
- a3- Determines the appropriate therapeutic food for each disease condition
- a4- Understands the role of the clinical nutritionist in the hospital and the community
 - b1- Plans meals to suit the type and condition of the disease
- c1- Use skill and techniques in the planning and preparation of therapeutic diets for various diseases and nutritional deficiencies.
- d1- Adheres to professional ethics and teamwork
- d2- Fluent in effective communication, communication and time management skills
- d3- Master the skills of personal success and preparing technical reports

LVIII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A2		a1-	Knows the concepts and objectives of therapeutic nutrition
A2		a2-	Distinguish the causes, signs, symptoms, diagnosis and therapeutic nutrition for most diseases and conditions
A6		a3-	Determines the appropriate therapeutic food for each disease condition
A3		a4-	Understands the role of the clinical nutritionist in the hospital and the community

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Knows the concepts and objectives of therapeutic nutrition	-Interactive lecture -Dialogue and discussion, Brainstorming,	-Household costs assessment -Quizzes, -Theory tests

a2-	Distinguish the causes, signs, symptoms, diagnosis and therapeutic nutrition for most diseases and conditions	Problem solving, Simulation and practical presentations, practical application, self-learning, exchange of experiences between colleagues	-Assessment questions during the lecture
a3-	Determines the appropriate therapeutic food for each disease condition		
a4-	Understands the role of the clinical nutritionist in the hospital and the community		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1		b1-	Plans meals to suit the type and condition of the disease

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case Study Interactive lecture -Dialogue and discussion, Brainstorming, Problem solving, Simulation and practical presentations, practical application, self-learning, exchange of experiences between colleagues	Case study evaluation Household costs assessment -Quizzes, -Theory tests -Assessment questions during the lecture tracking
b1-	Plans meals to suit the type and condition of the disease		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1		c1-	Use skill and techniques in the planning and preparation of therapeutic diets for

			various diseases and nutritional deficiencies.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Practical session	Short answer questions Objective type Practical exam
c1-	Use skill and techniques in the planning and preparation of therapeutic diets for various diseases and nutritional deficiencies.		
c3-			

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(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1		d1-	Adheres to professional ethics and teamwork
D5		d2-	Fluent in effective communication, communication and time management skills
D6		d3	Master the skills of personal success and preparing technical reports

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case Study Interactive lecture -Dialogue and discussion, Brainstorming, Problem solving, Simulation and practical presentations, practical application, self-learning, exchange of experiences between colleagues	Case study evaluation Household costs assessment -Quizzes, -Theory tests -Assessment questions during the lecture tracking
d1-	Adheres to professional ethics and teamwork		
d2-	Fluent in effective communication, communication and time management skills		
d3	Master the skills of personal success and preparing technical reports		

IX. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	-Introduction to nutrition. -Dietary Reference Standards	a1, a2,,b1,b2 ,d1	<ul style="list-style-type: none"> • Introduction to nutrition: • Definition of nutrition, nutrients & energy • Food as source of nutrients • Development of Nutrition as a Science • Functions of food • Adequate, optimum & good nutrition • Dietary Reference Standards: • Terminology and conceptual approaches to setting nutrient recommendations • Interpretation and uses of dietary recommendations • The use of reference values to assess the adequacy of the nutrient intakes of population groups <p>– Methods used to determine requirements and set dietary recommendations</p>	1	2
2	Energy Metabolism	a1, a2, a4,b1,b2	<ul style="list-style-type: none"> • Definition and conceptualization of energy balance 	1	2

		,d1	<ul style="list-style-type: none"> • Energy intake • Energy expenditure • Factors that influence energy expenditure • Energy requirements <p>Energy balance in various conditions</p>		
3	Use of food in body : -Water, Carbohydrates, Fats & Oils Composition	a1, a2,,b1,b2 • ,d1	<ul style="list-style-type: none"> • Water: • Total body water • Function of water in the body • Hormones that regulate fluid and electrolytes • Sources • Requirement • Water Balance • Effect of Deficiency • Carbohydrates: • Functions • Classification • Food Sources • Storage in Body. • Digestion • Absorption • Transport • Utilization • Fats & Oils Composition: • Saturated and Unsaturated Fatty Acids • Classification • Food Sources • Function of Fats • Digestion • Absorption • Transport <p>Utilization</p>	1	2
4	-Protein -Vitamins -Minerals: Macro, Micro& Trace Nutrients	a1, a2, ,b1,b2 ,d1	<ul style="list-style-type: none"> • rotein: • Composition • Sources • Essential & Non-Essential Amino Acids • Functions • Protein Deficiency • Digestion • Absorption • Transport • Utilization • Vitamins : • Water-soluble Vitamins <ul style="list-style-type: none"> ○ Definition ○ Classification ○ Functions. • Fat-soluble vitamins <ul style="list-style-type: none"> ○ Definition ○ Classification ○ Functions • Minerals: 	1	2

			<ul style="list-style-type: none"> • Macro, Micro & Trace Nutrients : • Functions • Sources • Bioavailability and Deficiency of Calcium, Iron, Iodine, Sodium & Potassium Major Minerals 		
5	Diet Planning	a1, a2, a4, b1, b2, d1	<ul style="list-style-type: none"> • Calculation of needs nutrients • Use of List Exchange • Use of Basic five food groups • How to use food guide 	1	2
6	Introduction to diet therapy	a1, a2, a4, b1, b2, d1	<ul style="list-style-type: none"> • Concepts of diet therapy • Therapeutic adaptations of normal diet • Growth and source of dietetics • Purpose and Principles therapeutic diets • Classification of the therapeutic diets. • Goals of Diet Therapy. • Team approach to health care. • Recommended Dietary Allowances: definition, factors, use; Nutrition care plan: <ul style="list-style-type: none"> ○ Nutrition Assessment of needs ○ Diagnosis ○ Intervention ○ Monitoring ○ Evaluation. • Concepts of Dietician • Role of Dietitian in the hospital and community . 	1	2
7	Enteral and Parenteral nutrition	a3, b1, b2, d1	<ul style="list-style-type: none"> • Enteral nutrition: <ul style="list-style-type: none"> ○ Oral feeding, Tubes & techniques of delivery, Clinical uses & formulation, complications of enteral nutrition, • Parenteral Nutrition: <ul style="list-style-type: none"> ○ Venous access ○ Nutrition formulation. 	1	2
8	Midterm exam	a1, a2, a4, b1, b2, d1		1	2
9	Diet for Anemia	a1, a2, a3, b1, b2, d1	<ul style="list-style-type: none"> • Causes, signs and symptoms, Pathogenesis, diagnosis and dietary management of Nutritional Anaemias (Iron, folic acid, sickle cell anemia and macrocytic anemia) • Protein –energy deficiency: <ul style="list-style-type: none"> ○ Causes ○ signs and symptoms ○ Classifications ○ Complications ○ Dietary management 	2	4

			<ul style="list-style-type: none"> Iodine, Vit D, Vit b12 and Vit A deficiency: <ul style="list-style-type: none"> Signs and symptoms complications dietary management 		
10	Medical Nutritional Therapy in diseases of the liver, gall bladder and pancreas	a3,b1,b2,d1	<ul style="list-style-type: none"> Introduction to nutrient metabolism in the liver Hepatitis: <ul style="list-style-type: none"> types, etiology symptoms nutritional care Cirrhosis: <ul style="list-style-type: none"> Pathophysiology Etiology symptoms Nutritional care. <p>Dietary treatment in Hepatic Encephalopathy, Diseases of the Gall bladder and Pancreatitis.</p>	1	2
11	Medical Nutritional Therapy in Diabetes mellitus	a3,b1,b2,d1	<ul style="list-style-type: none"> Definition Incidence Classification Pathophysiology Etiology Diagnosis Signs and Symptoms Complications in (brief). <p>Management of Diabetes mellitus, Insulin – types, action, Dietary treatment, Diabetic emergencies, Artificial sweeteners.</p>	1	2
12	Medical Nutritional Therapy in Hypertension	a3,b1,b2,d1	<ul style="list-style-type: none"> Classification Types Etiology <p>Nutritional Care in Hypertension.</p>	1	2
13	Medical Nutritional Therapy in Renal diseases	a3,b1,b2,d1	<ul style="list-style-type: none"> Basic renal function Symptoms and dietary treatment in acute and chronic glomerulonephritis, Nephrosis, renal failure, dialysis. <p>Urinary calculi-causes & treatment, acid and alkali producing and neutral foods and dietary treatment.</p>	2	4
14	Final exam	a3,a1,b1,b2,d1		1	2
Number of Weeks /and Units per Semester				16	32

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Standardization of common food preparations.	a3, b1,c1	1	2

2	Calculated of energy needs and nutrients. Diet planning by using: Exchange List. Guide pyramid.	a3, b1,c1	1	2
3	Planning and preparing of diets for the following conditions / stages: Anemia	a3, b1,c1	1	2
4	Planning, preparation and calculation of following diets <ul style="list-style-type: none"> • Normal diet. • Liquid diet • Soft/semi solid diets. • High protein diets. • caloric diet • Low fat and High and low caloric diets. 	a3, b1,c1	1	2
5	Planning and preparing of diets for the following conditions / stages: <ul style="list-style-type: none"> • Liver disease. 	a3, b1,c1	2	4
6	<ul style="list-style-type: none"> • Planning and preparation of diets for insulin dependent Diabetes Mellitus. • Planning snacks, deserts and beverages for diabetes. • Meal Exchange List 	a3, b1,c1	2	4
7	Planning and preparing of diets for the following conditions / stages: <ul style="list-style-type: none"> • Hypertension 	a3, b1,c1	1	2
8	Planning and preparing of diets for the following conditions / stages: <ul style="list-style-type: none"> • Kidney failure • Kidney transplant • Renal complication • Kidney stones • Nephritis and Nephrosis 	a3, b1,c1	2	4
9	Visit to the dietary department of hospital.	a3, b1,c1	1	2
10	Review	a3, b1,c1	1	2
11	Final exam	a3, b1,c1	1	2
			14	28

VI. Teaching strategies of the course

10. Lecture - Discussion
11. Demonstration
12. Student assignment
13. Practical session

LIII. Teaching Strategies of the Course:

LIV. Assignments:				
No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Planning and preparing of diets for malabsorption syndrome.	5	10	a3,b1,b2,d1
Total				

LV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Attendance and Activities	1 st -15 th week	2	2%	a4,b1,b2,d1
2	Quizzes	4 th - 12 th week	3	3%	a4,b1,b2,d1
3	Student assignment	5 th - 12 th week	5	5%	a3,b1,b2,d1
4	Midterm exam	7 th or 8 th week	10	10%	a3,b1,b2,d1
5	Final exam	16 th -17 th week	50	50 %	a3,b1,b2,d1
Total			70	70%	
1	Attendance and Activities	1 st -14 th week	2.5	2.5 %	a3, b1,c1
2	Clinical Evaluation	1 st - 14 th week	5	5%	a3, b1,c1
3	Final Exam (Written, Oral)	15 th week	2.5	2.5 %	a3, b1,c1
4	Final Exam (Clinical)	16 th -17 th week	20	20%	a3, b1,c1
Total Practical Weight			30	30%	

LVI. Learning Resources:

62- Required Textbook(s) (maximum two)

1. F.P. Antra Clinical nutrition & Dietetics 2011. Oxford University Press, Delhi, London, New York.
2. M.V Krause & M.A. Mahan, Food Nutrition and Diet Therapy 2017. W.B. Saunders Company, Philadelphia London, Toronto.

63- Essential References

1. Robinson, C.H. Lawles, M.R. Chenoweth, W.L. Garwick, A.E. Normal and Therapeutic Nutrition, 2009. The Macmillan Company, New York.
2. M. Swaminathan, Essential of Nutrition Vol I & II 2000. The Ganesy and company, Madras-17.
3. David, M. Paize et al. Clinical, Nutrition, 2001. Moshy Co. St. Louis.

64- Electronic Materials and Web Sites, etc.

1. www.rkmissiondhe/.org/education.html/
2. www.clallam;.org/lifestyle/education.html/

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

	exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Plan (Syllabus) of Therapeutic Nutrition Course No. (----) 2021/2022

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:	Khaled N. Homaid	Office Hours					
Location & Telephone No.:	777251051						
E-mail:	Alymny987@yahoo.com	SAT	SUN	MON	TUE	WED	THU
						✓	

XLVII. Course Identification and General Information:

1	Course Title:	Therapeutic Nutrition				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			2
4	Study level/ semester at which this course is offered:	Level3 Semester 2				
5	Prerequisites:	General Nutrition, Medical Biochemistry				

6	Co –requisite:	None
7	Program (s) in which the course is offered:	Bachelor In Nursing
8	Language of teaching the course:	English
9	Study System:	Regular (semester)
10	Location of teaching the course:	University campus
11	Prepared by:	Khaled Homaid
12	Date of Approval	

XLVIII. Course Description:

This course will introduce student to concepts and principles of basic nutrition. Also identify the major properties, functions, and important food sources of the nutrients. Also at the of this course the student knows the types of diet used in the treatment of some chronic diseases (e.g. diabetes and the chronic diseases of the renal, liver and heart and arteries), and knows the factors that might help in getting these diseases (e.g. obesity, genetic, bad dietary habits and smoking). The practical part of the course includes hospital visits to be more familiar with the diet therapy of the diseases that covers in the theoretical part of the course. The course gives the opportunity to the students for planning, treatment and follow-up patients for the following cases: Anemia, diabetes, diseases of the renal, etc

XLIX. Outcomes of the Course

After completing the course the student will be able to:

- a1: Knows the concepts and objectives of therapeutic nutrition
- a2- Distinguish the causes, signs, symptoms, diagnosis and therapeutic nutrition for most diseases and conditions
- a3- Determines the appropriate therapeutic food for each disease condition
- a4- Understands the role of the clinical nutritionist in the hospital and the community
- b1- Plans meals to suit the type and condition of the disease
- c1- Use skill and techniques in the planning and preparation of therapeutic diets for various diseases and nutritional deficiencies.
- d1- Adheres to professional ethics and teamwork
- d2- Fluent in effective communication, communication and time management skills
- d3- Master the skills of personal success and preparing technical reports

L. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:

a1-	Knows the concepts and objectives of therapeutic nutrition
a2-	Distinguish the causes, signs, symptoms, diagnosis and therapeutic nutrition for most diseases and conditions
a3-	Determines the appropriate therapeutic food for each disease condition
a4	Understands the role of the clinical nutritionist in the hospital and the community

(B) Intellectual Skills

After participating in the course, students would be able to:

b1-	Plans meals to suit the type and condition of the disease
-----	--

(C) Professional and Practical Skills

After participating in the course, students would be able to:

c1-	Use skill and techniques in the planning and preparation of therapeutic diets for various diseases and nutritional deficiencies.
-----	--

(D) General and Transferable Skills

After participating in the course, students would be able to:

d1-	Adheres to professional ethics and teamwork
d2-	Fluent in effective communication, communication and time management skills
d3-	Master the skills of personal success and preparing technical reports
d4-	Adheres to professional ethics and teamwork

LI. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Introduction to nutrition. -Dietary Reference Standards	<ul style="list-style-type: none"> Introduction to nutrition: Definition of nutrition, nutrients & energy Food as source of nutrients Development of Nutrition as a Science Functions of food Adequate, optimum & good nutrition Dietary Reference Standards: Terminology and conceptual approaches to setting nutrient recommendations Interpretation and uses of dietary recommendations The use of reference values to assess the adequacy of the nutrient intakes of population groups Methods used to determine requirements and set dietary recommendations 	1	2
2	Energy Metabolism	<ul style="list-style-type: none"> Definition and conceptualization of energy balance Energy intake Energy expenditure Factors that influence energy expenditure Energy requirements Energy balance in various conditions 	1	2
3	Use of food in body : -Water, Carbohydrates, Fats & Oils Composition	<ul style="list-style-type: none"> Water: Total body water Function of water in the body Hormones that regulate fluid and electrolytes Sources Requirement Water Balance Effect of Deficiency Carbohydrates: 	1	2

		<ul style="list-style-type: none"> • Functions • Classification • Food Sources • Storage in Body. • Digestion • Absorption • Transport • Utilization • Fats & Oils Composition: • Saturated and Unsaturated Fatty Acids • Classification • Food Sources • Function of Fats • Digestion • Absorption • Transport <p style="text-align: right;">Utilization</p>		
4	<p>-Protein -Vitamins -Minerals: Macro, Micro & Trace Nutrients</p>	<ul style="list-style-type: none"> • protein: • Composition • Sources • Essential & Non-Essential Amino Acids • Functions • Protein Deficiency • Digestion • Absorption • Transport • Utilization • Vitamins : • Water-soluble Vitamins <ul style="list-style-type: none"> ○ Definition ○ Classification ○ Functions. • Fat-soluble vitamins <ul style="list-style-type: none"> ○ Definition ○ Classification ○ Functions • Minerals: • Macro, Micro & Trace Nutrients : • Functions • Sources • Bioavailability and Deficiency of Calcium, Iron, Iodine, Sodium & Potassium Major Minerals 	1	2
5	Diet Planning	<ul style="list-style-type: none"> • Calculation of needs nutrients • Use of List Exchange • Use of Basic five food groups <p style="text-align: right;">How to use food guide</p>	1	2
6	Introduction to diet therapy	<ul style="list-style-type: none"> • Concepts of diet therapy • Therapeutic adaptations of normal diet • Growth and source of dietetics • Purpose and Principles therapeutic diets • Classification of the therapeutic diets. • Goals of Diet Therapy. • Team approach to health care. • Recommended Dietary Allowances: definition, factors, use; Nutrition care plan: 	1	2

		<ul style="list-style-type: none"> ○ Nutrition Assessment of needs ○ Diagnosis ○ Intervention ○ Monitoring ○ Evaluation. ● Concepts of Dietician ● Role of Dietitian in the hospital and community . 		
7	Enteral and Parenteral nutrition	<ul style="list-style-type: none"> ● Enteral nutrition: <ul style="list-style-type: none"> ○ Oral feeding, Tubes & techniques of delivery, Clinical uses & formulation, complications of enteral nutrition, ● Parenteral Nutrition: <ul style="list-style-type: none"> ○ Venous access ○ Nutrition formulation. 	1	2
8	Midterm exam		1	2
9	Diet for Anemia	<ul style="list-style-type: none"> ● Causes, signs and symptoms, Pathogenesis, diagnosis and dietary management of Nutritional Anemia (Iron, folic acid, sickle cell anemia and macrocytic anemia) ● Protein –energy deficiency: <ul style="list-style-type: none"> ○ Causes ○ signs and symptoms ○ Classifications ○ Complications ○ Dietary management ● Iodine, Vit D, Vit b12 and Vit A deficiency: <ul style="list-style-type: none"> ○ Signs and symptoms ○ complications ○ dietary management 	2	4
10	Medical Nutritional Therapy in diseases of the liver, gall bladder and pancreas	<ul style="list-style-type: none"> ● Introduction to nutrient metabolism in the liver ● Hepatitis: <ul style="list-style-type: none"> ○ types, ○ etiology ○ symptoms ○ nutritional care ● Cirrhosis: <ul style="list-style-type: none"> ○ Pathophysiology ○ Etiology ○ symptoms ○ Nutritional care. <p>Dietary treatment in Hepatic Encephalopathy, Diseases of the Gall bladder and Pancreatitis.</p>	1	2
11	Medical Nutritional Therapy in Diabetes mellitus	<ul style="list-style-type: none"> ● Definition ● Incidence ● Classification ● Pathophysiology ● Etiology ● Diagnosis ● Signs and Symptoms ● Complications in (brief). <p>Management of Diabetes mellitus, Insulin – types, action, Dietary treatment, Diabetic emergencies, Artificial sweeteners.</p>	1	2

12	Medical Nutritional Therapy in Hypertension	<ul style="list-style-type: none"> • Classification • Types • Etiology <p>Nutritional Care in Hypertension.</p>	1	2
13	Medical Nutritional Therapy in Renal diseases	<ul style="list-style-type: none"> • Basic renal function • Symptoms and dietary treatment in acute and chronic glomerulonephritis, Nephrosis, renal failure, dialysis. <p>Urinary calculi-causes & treatment, acid and alkali producing and neutral foods and dietary treatment.</p>	2	4
14	Final Theoretical Exam	MCQs and essay questions	1	2
Number of Weeks /and Units per Semester			16	32

b - Practical Aspect			
Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	Standardization of common food preparations.	1	2
2	Calculated of energy needs and nutrients. Diet planning by using: Exchange List. Guide pyramid.	1	2
3	Planning and preparing of diets for the following conditions / stages: Anemia	1	2
4	Planning, preparation and calculation of following diets <ul style="list-style-type: none"> • Normal diet. • Liquid diet • Soft/semi solid diets. • High protein diets. • caloric diet • Low fat and High and low caloric diets. 	1	2
5	Planning and preparing of diets for the following conditions / stages: <ul style="list-style-type: none"> • Liver disease. 	2	4
6	<ul style="list-style-type: none"> • Planning and preparation of diets for insulin dependent Diabetes Mellitus. • Planning snacks, deserts and beverages for diabetes. • Meal Exchange List 	2	4
7	Planning and preparing of diets for the following conditions / stages: <ul style="list-style-type: none"> • Hypertension 	1	2
8	Planning and preparing of diets for the following conditions / stages: <ul style="list-style-type: none"> • Kidney failure • Kidney transplant 	2	4

	<ul style="list-style-type: none"> Renal complication Kidney stones Nephritis and Nephrosis 		
9	Visit to the dietary department of hospital.	1	2
10	Review	1	2
11	Final exam	1	2
		14	28

LII. Teaching strategies of the course

14. Lecture - Discussion
15. Demonstration
16. Student assignment
17. Practical session

LIII. Assessment Methods of the Course:

- Written exam (mid and final terms and quizzes),
- Final oral exam
- Research
- Homework
- Teamwork

LIV. Assignments:

No.	Assignments	Week due	Mark
1	Planning and preparing of diets for malabsorption syndrome.	5	10
Total			10

LV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part				
No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Attendance and Activities	1 st -15 th week	2	2%
2	Quizzes	4 th - 12 th week	3	3%
3	Student assignment	5 th - 12 th week	5	5%

4	Midterm exam	7 th or 8 th week	10	10%
5	Final exam	16 th -17 th week	50	50 %
Total			70	70%
Assessment of Practical Part				
1	Attendance and Activities	1 st -14 th week	2.5	2.5 %
2	Clinical Evaluation	1 st - 14 th week	5	5%
	Final Exam (Written, Oral)	15 th week	2.5	2.5 %
	Final Exam (Clinical)	16 th -17 th week	20	20%
Total			30	30%

LVI. Learning Resources:

12- Required Textbook(s) (maximum two)

- 1- F.P. Antra Clinical nutrition & Dietetics 2011. Oxford University Press, Delhi, London, New York.
- 2- M.V Krause & M.A. Mahan, Food Nutrition and Diet Therapy 2017. W.B. Saunders Company, Philadelphia London, Toronto.

13- Essential References

- 1- Robinson, C.H. Lawles, M.R. Chenoweth, W.L. Garwick, A.E. Normal and Therapeutic Nutrition, 2009. The Macmillan Company, New York.
- 2-M. Swaminathan, Essential of Nutrition Vol I & II 2000. The Ganesy and company, Madras-17.
- 3-David, M. Paize et al. Clinical, Nutrition, 2001. Moshy Co. St. Louis.

14- Electronic Materials and Web Sites, etc.

- 1- www.rkmissiondhe/.org/education.html/
w.clallam;.org/lifestyle/education.html/

VIII. 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	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or

	projects shall lose the mark allocated for the same.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the penalties stipulated for in the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.



الجامعة الوطنية
NU

Faculty of Medical Science

Department of.....

Bachelorof ...

Nursing Education

Course Specification of Dental Morphology 1
Course No.()

2021/2022



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2017.

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Prepared by:

Dr. Dr. Nada Ahmed Ismail

Reviewed by:

Dr. taha A.alazeez

Quality Assurance

Dean:

CL. Course Identification and General Information:						
1	Course Title:	Nursing Education				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2				2
4	Study level/ semester at which this course is offered:	Fourth year/second semester				
5	Prerequisites:	None				
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Nursing				
8	Language of teaching the course:	English				
9	Study System:	Regular (semester)				
10	Location of teaching the course:	University Campus				
11	Prepared by:	Associated. Pro. Dr. Nada Ahmed Ismail				
12	Date of Approval					

CLI. Course Description:

The course provides the students with the essential knowledge, practice and attitude related to innovative nursing education using latest information and technology in nursing education that will enable nursing student to participate effectively in nursing education.

CLII. Outcomes of the Course

1. To conceptualize the teaching process with emphasis on different teaching meths
2. Describe the nature and extent of teaching as nursing activities
3. Identify the conditions which assist human beings to learn
4. Identify a rang of teaching techniques and aids suitable for health teaching

CLIII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs)

in Knowledge and Understanding.			
PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1-	Define essential terms in nursing education
A2	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	a2-	Recognize factors that affecting on teaching
A3	Describes communicable and noncommunicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.	a3-	Name various types of traditional and innovative teaching methods
A4	describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups.	a4-	Describe the different types of teaching evaluation

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:			
CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Interactive Lecture, seminars, and discussion 	Quizzes, written exam (MCQs)/ essay questions, assignments and participation, Attendance
a1-	Define essential terms in nursing education		
a2-	Recognize factors that affecting on teaching		
a4-	Describe the different types of teaching evaluation		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:			
PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs	b1-	Compare between formative and

	that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.		summative evaluation that using in nursing education
B1	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2-	Design intended learning objective correctly regarding 3 domains of learning
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b3-	Differentiate between education, learning and teaching
B4		b4-	Select an appropriate learning theory according to educational objectives, teaching methods and teaching materials

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Compare between formative and summative evaluation that using in nursing education	Small group activities, problem based learning, and discussion	<ul style="list-style-type: none"> ▪ Written exam ▪ Oral examination assignments, interpretative exercises
b2-	Design intended learning objective correctly regarding 3 domains of learning		
b3-	Differentiate between education, learning and teaching		
b4-	Select an appropriate learning theory according to educational objectives, teaching methods and teaching materials		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills	CILOs in professional and practical skills
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After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	practices practical nursing to provide safe and effective care to various individuals using appropriate technology.	c1-	Formulate lesson plan correctly using principles of learning
C2	Apply professional nursing theories and concepts.	c2-	Search efficiently for information using documented and electronic sources of information.
C3	Uses evidence to provide rationales for nursing interventions.	c3-	Present and report his/her works correctly using appropriate writing rules and technologies media.
C4	efficiently implements the comprehensive health care plan to enhance the health of the individual and the community.		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ feed-back learning, ▪ Group-project, ▪ role play 	<ul style="list-style-type: none"> ▪ written exam, ▪ attendance, ▪ assignment ▪ reporting
c1-	Formulate lesson plan correctly using principles of learning		
c2-	Search efficiently for information using documented and electronic sources of information.		
c3-	Present and report his/her works correctly using appropriate writing rules and technologies media.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1	Integrates ethical, legal and professional standards into nursing practice	d1-	Demonstrate responsibility in using information and communication technology
D2	efficiently uses information technology to collect, analyze and interpret information	d2-	Show respect to life.

	required in the field of specialization.		
D3	works as a one of team and manages time efficiently.	d3-	Demonstrate the ability of time management and self-learning.
D4	Evaluates and solves problems and takes appropriate decisions when needed.	d4-	Share successfully in team-work.
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.		
D6	Participate in planning primary health programs		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
d1-	Demonstrate responsibility in using information and communication technology	<ul style="list-style-type: none"> ▪ Feed-back learning ▪ Lecture ▪ small group work, ▪ discussions, Audio- visual material	<ul style="list-style-type: none"> ▪ Assignments ▪ Written exam , Attendance ▪ Reports, presentations, and direct observation
d2-	Show respect to life.		
d3-	Demonstrate the ability of time management and self-learning.		
d4-	Share successfully in team-work.		

IV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to nursing education, Teaching	a1, , b2, b3, d2	Introduction to nursing education, importance of nursing education for the nurse and his/her society	1	2
2	Domain of learning	a1, , b2, b3, d2	Education, teaching and learning. Characteristics of each, 3 domains of learning	1	2
3	learning, Principles of teaching,	a1, , b2, b3, d2	Principles of teaching: educational process (learner, teacher, content and environment)	1	2

4	Characteristics of teacher	a1, , b2, b3,d2	Personal and professional characteristics of good teacher	1	2
5	Learning theories,	a1,a2,a3,a4	Different types of learning theories (behaviourism, socialism, Gestalt, sensory... etc.)	2	4
6	methods of teaching,	a1,a2,a3,a4	Traditional and innovative methods of teaching (lecture, discussion, role play, demonstration... etc.)	1	2
7	teaching materials	a1,a2,a3,a4	Teaching materials (projected and non projected, printed and audio materials)	1	2
8	Mid-Term Theoretical Exam	a1,a2,a3,a4	...	1	2
9	Visual aids,	a2, a3, b1, b2, b3, d2	Visual aids (projector, videoconference, e-learning, e-portfolio... etc.)	1	2
10	new trends in teaching,	a2, a3, , b1, b2, b3, d2	New trends in teaching (problem-based learning, games, question banks, cooperative learning, self-directed learning... etc.)	2	4
11	mass media,	a2, a3, , b1, b2, b3, b4, d2	Mass media (TV programs, radio broadcast, press etc.)	1	2
12	evaluation in teaching	a2, a3, , b1, b2, b3, d2	Evaluation in teaching (formative and summative evaluation, short answer and long answer questions, oral exam, quizzes and practical exam)	1	2
13	Students project presentation		discussion session.		
14					
15					
16	Final exam	a1,a2,a3,a4 ,b1,b2,b3		1	2
Number of Weeks /and Units per Semester					

b - Practical Aspect (none)				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

VI. Teaching strategies of the course

- Lecture
- Feed-back learning
- Group projects

LVIII. Assessment Methods of the Course:

- Written exam ,
- Attendance,
- Quizzes
- Assignments

LIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Individual: every student will prepare lesson plan for a lecture and present	13	6	c2, c3, d3

	his/her work in the class			
	Group: students enrolled in team works to solve specific problems in nursing education	14	4	b2, c2, c3, d1, d3
	Total		10	

LX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Attendance	1 - 15	5	5%	a2, a3, a4, b1, b2, b3, b4, b5, c1, d2
2	Assignments (1 + 2)	4, 14	5	10%	b2, c2, c3, d1, d3
3	Quiz 1 + Quiz 2	7, 12	10	5%	b2, b3
	Mid-semester exam of theoretical part (written exam)	8	20	20%	a1, a4, b2, b3, b4, b5, c1, d2
	Final exam of theoretical part (written exam)	16	60	60%	a2, a3, a4, b1, b2, b3, b4, b5, c1, d2
			100	100%	
1					
2					
	Total		30	30%	

LXI. Learning Resources:

65- Required Textbook(s) (maximum two)

- 6- Addrian E. Nurse Educator Manual. 2015. HCPro, Inc. USA
7- Marge Scherer, Keeping Good Teacher, 20013, ASCD ~ ALEXANDRIA, VIRGINIA ~ USA

66- Essential References

Bloom, Effective Teaching Strategy, 2013, NY, USA

67- Electronic Materials and Web Sites, etc.

Websites:

www.en.wikipedia.org/www.hcmarketplace.com

LXII. Course Policies:

1	<p>Class Attendance:</p> <p>-absence from lectures and/or practical shall not exceed 25%. Students who exceed the 25% limit without a medical or emergency or emergency excuse acceptable to and approved by the dean of the college shall not be allowed to take the final exam and shall receive a mark of zero for the course</p>
2	<p>Tardiness:</p> <p>Students will be allowed to in the class if he/ she is late not more than 15 minutes with an acceptable excuse. If the student is late in attending the class for more than three times without excuse, he will be warned and will be asked to write undertaken for not repeating that, otherwise his guardian will be notified and he will miss classes and will be considered as failed.</p>
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> - Student will not be allowed to appear in the final exam if he/ she is late 30 minutes from the begging of the exam. - Student will not be allowed to leave the exam room until unless half of the examination time passed. - Using mobile phones is strictly prohibited in examination time and the student will be considered as failed if he did so. - If the student misses the final exam and unless he/she provides an accepted excuse he is eligible to take the exam as first attempt. - If the student misses the final exam, he will be considered as failed and if the repeated exam will be calculated as minimum of 50% - The student will be considered as failed if he broke the regulations and roles of the exam. <p>In the practical courses failing in either part is marked as failing in the course and student has to appear in the failing part and the marks will be given as the minimum mark.</p>
4	<p>Assignments & Projects:</p> <p>the student should submit the assignment or project on time.</p> <p>In late cases, student has to provide an acceptable and written excuse to the lecturer before he submitted the final marks to the department otherwise the student will not be given the marks of the project.</p>
5	<p>Cheating:</p> <ul style="list-style-type: none"> - Cheating in examinations or tests is prohibited which may be in the form of copying from another student or brining unauthorized materials into the exam room (e.g., crib notes, or cell phone) etc. - Midterm exam cheating results in given the student a mark of zero. - Cheating in the final exam will result in failing the student in that subject if he / she did not get benefits in that subject, if he/ she gets benefits, he/ she will be considered as failed in two courses. If the course exam is the last, he will be considered as failed in that course and the previous one. <p>If the student repeats cheating in a single examination period he will be discontinued for full</p>

	academic year or permanently if he repeated cheating more than twice.
6	Plagiarism: <ul style="list-style-type: none">- "To plagiarize is to take ideas or words of another person & pass them off as one's own"- Plagiarism will results in losing the marks of assignment. If the student personates at examination time both will be suspended for a full academic year.
7	Other policies: <ul style="list-style-type: none">- Using mobile or another electronic device of storing or transfer data in class during the lecture or the exam is forbidden.- Abnormal behavior is not acceptable and student will face punitive proceedings Eating or drinking is strictly prohibited.



الجامعة الوطنية
NU

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of critical care emergency nursing

Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Dr. Abdulrakib ahmad aalhanani

Dr.

CLV. Course Identification and General Information:						
1	Course Title:	Critical care and emergency nursing				
2	Course Number & Code:					
3	Credit hours: 4	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	2			4
4	Study level/ semester at which this course is offered:	level four /second semester				
5	Prerequisites:	medical surgical nursing 1&2				
6	Co –requisite:	anatomy , path -physiology				
7	Program (s) in which the course is offered:	Bachelor of Nursing				
8	Language of teaching the course:	English /Arabic				
9	Study System: semesters					
10	Location of teaching the course:	lecture hall				
11	Prepared by:	Dr.Abdulrakib al hanani				
12	Date of Approval					

CLVI. Course Description:

This course contributes to develop nurse's students knowledge of disease processes and capability in providing emergency care ,critical care and using high-tech equipment in the care of critically ill patients

CLVII. Outcomes of the Course

By the end of the course the student will be able to assess trauma patient in the emergency department. Use of the various methods of hemodynamic monitoring (e.g., central venous pressure, and arterial pressure monitoring). Construct the nurse's role in providing enteral nutrition, caring of patients with mechanical ventilation, performing CPR.

CLVIII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1		a1-	Mention method for assessment of trauma patient in the emergency department and critically ill patient in intensive care unit
A2		a2-	Recognize the path physiology, clinical manifestations, and intervention for patient with acute cardiovascular disease
A3		a3-	Describe the nursing intervention for patientsreceiving oxygen therapy,intermittent positive-pressure breathing, process of weaning the patient from mechanical ventilation.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:			
CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Lectures, Discussions - Demonstration - Video clips	Written exams, Assignment
a1-	Mention method for assessment of trauma patient in the emergency department		
a2-	Recognize the path physiology, clinical manifestations, and intervention for patient with acute cardiovascular disease		
a3-	Describe the nursing intervention for patientsreceiving oxygen therapy,intermittent positive-pressure breathing, process of weaning the patient from mechanical ventilation.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs inintellectual skills:			
PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1		b1-	Compare the various methods of

			hemodynamic monitoring (eg, central venous pressure, pulmonary artery pressure, and arterial pressure monitoring)
	B1	b2-	Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, QRS complex and shape, QRS duration, P wave and shape, PR interval, and PQRS ratio.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Compare the various methods of hemodynamic monitoring (eg, central venous pressure, pulmonary artery pressure, and arterial pressure monitoring)	Lectures, Discussions - Demonstration - Video clips	Written exams, Assignment
b2-	Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, QRS complex and shape, QRS duration, P wave and shape, PR interval, and PQRS ratio.		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
	C1	c1-	Show uses of cardiac monitor (ECG)

			rhythm.
	C2	c2-	Construct the nurse's role in providing enteral nutrition, caring of patients with mechanical ventilation
	C3	c3-	Demonstrate the nursing interventions of a patient who has emergency trauma

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Lectures, - Demonstration - Video clips	Practical exam, Assignment
c1-	Show uses of cardiac monitor (ECG) rhythm.		
c2-	Construct the nurse's role in providing enteral nutrition, caring of patients with mechanical ventilation		
c3-	Demonstrate the nursing interventions of a patient who has emergency trauma		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
	D3	d1-	Use the nursing process as a framework of care for patients with cardiovascular and pulmonary disorders .
	D4	d2-	Recognize the applicability of the Code of Ethics for Nurses of the international council for nurses to everyday practice.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills	Teaching	Methods of
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		strategies/methods	assessment
After participating in the course, students would be able to:		Lectures, Discussions - Demonstration - Video clips	Written exams, scenarios Assignment
d1-	Use the nursing process as a framework of care for patients with cardiovascular and pulmonary disorders .		
d2-	Recognize the applicability of the Code of Ethics for Nurses of the international council for nurses to everyday practice.		

IX. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to emergency care		1. Basic life support 2. Advanced life support	1	2
2	Concept in critical care nursing		1. Critical care nursing practice.	1	2
3	Monitoring of critically ill patient		1. Hemodynamic monitoring 2. Respiratory monitoring 3. Neurological monitoring	1	2
4	Cardiovascular system		1. Acute coronary syndromes 2. Cardiac surgery	1	2
5	Respiratory disorder		1. Acute respiratory failure 2. Acute respiratory distress syndrome 3. Pulmonary embolism 4. Mechanical ventilation	1	2
6	Nervous system		1. Traumatic brain injury & Stroke 2. Spinal cord injury	1	2
7	Renal system		1. Acute renal failure 2. Fluid and electrolytes	1	2
8	Gastrointestinal system Endocrine system		1. Nutrition of critically ill patient 2. Diabetic ketoacidosis	1	2

	Number of week		8	16
Number of Weeks /and Units per Semester				

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Patient assessment	C2,C3	3	2
2	Patient monitoring	C1,C2,C3	3	2
3	Therapeutic devices	C1,C2,C3	3	2
4	Nursing procedures	C1,C2,C3	3	2



VI. Teaching strategies of the course

Lectures,
Discussions
Demonstration
Video clips

LXIII. Teaching Strategies of the Course:

Lectures,
Discussions
Demonstration
Video clips

LXIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
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	Patient assessment	1	5	a1,c1,
1	Nursing procedures	1	5	a1,c2,c3
Total				

LXV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Med term -Written exam	6	30	15%	
2	Final exam	16	70	35%	
3	Practical	12	100	50%	
Total			200	100%	

LXVI. Learning Resources:

68- Required Textbook(s) (maximum two)

Morton B, Fontaine D. Critical Care Nursing :A Holistic approach 8th 9th ed. Philadelphia: Lippincott W Company 2009.
Carlson K. AACN Advanced Critical Care Nursing 2^{ed} edition. Canada Saunders 2009

69- Essential References

Hills EJ. Lippincott Manual of Nursing Practice. 8th ed. USA: Lippincott Williams & Wilkins; 2006.
Susan L. Woods, Erika S. Sivarajan Froelicher, Motzer U. Cardiac Nursing. Philadelphia USA: Wolters Kluwer Health / Lippincott Williams & Wilkins.; 2010.
McCance K, Huether S. Pathophysiology: The biologic basis for disease in adults & children. 4th ed.: St. Louis: Mosby Company; 2002

70- Electronic Materials and Web Sites, etc.

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LXVII. Course Policies:

1	
2	Tardiness:
3	Exam Attendance/Punctuality:
4	Assignments & Projects:
5	Cheating:
6	Plagiarism:
7	Other policies:

Faculty of Medical Science

Department of

Bachelor of Course Plan (Syllabus) of..... Course No. (----) 2021/2022

I. Course Identification and General Information:

I. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member:	Dr /Abdulrakib Ahmad Al Hanani						
Location & Telephone No.:	Sana'a- 772903526						
E-mail: ab.alhanani@gmail.com	ab.alhanani@gmail.com	SAT	SUN	MON	TUE	WED	THU
Office Hours				2			
1	Course Title:	Critical Care And Emergency Nursing					
2	Course Code & Number:	----					
3	Credit Hours: 3 credit	Credit Hours	Theory Hours		practical Hours		
		3	Lecture	Exercise	Hours		
		3	3	--	2		
4	Study Level/ Semester at which this Course is offered:	fourth Level / second Semester					
5	Pre –Requisite (if any):	medical surgical nursing 1&2					
6	Co –Requisite (if any):	Anatomy , Path -Physiology					
7	Program (s) in which the Course is Offered:	Bachelor of Nursing					
8	Language of Teaching the Course:	English/Arabic					
9	Study System:	Regular (semester)					

10	Mode of Delivery:
11	Location of Teaching the Course:	University Campus
12	Prepared by:	Dr.Abdulrakib Ahmad Al Hanani
13	Date of Approval:	

II. Course Description:

This course contributes to develop nurse's students knowledge of diseases processes in cardiovascular ,respiratory ,neurological systems and capability in providing emergency care ,critical care and using high-technological equipment in the care of critically ill patients.

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	Mention method for assessment of trauma patient in the emergency department and critically ill patient in intensive care unit
a2	Recognize the path physiology, clinical manifestations, and intervention for patient with acute cardiovascular disease, respiratory diseases and neurological disorders.
a3	Describe the nursing intervention for patientsreceiving oxygen therapy,intermittent positive-pressure breathing, process of weaning the patient from mechanical ventilation.

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

b1	Compare the various methods of hemodynamic monitoring (eg, central venous pressure, pulmonary artery pressure, and arterial pressure monitoring).
b2	Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, and arterial blood gases .

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

c1	Show uses of cardiac monitor (ECG),reparatory devices.
c2	Construct the nurse's role in providing enteral nutrition,caring of patients with mechanical ventilation
c3	Demonstrate the nursing interventions of a patient who has emergency trauma.

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

d1	Use the nursing process as a framework of care for patients with cardiovascular , pulmonary, neurological disorders .
d2	Recognize the applicability of the Code of Ethics for Nurses of the international council for nurses to everyday practice.

LX. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to emergency care		3. Basic life support 4. Advanced life support	1	2
2	Concept in critical care nursing		2. Critical care nursing practice.	1	2
3	Monitoring of critically ill patient		4. Hemodynamic monitoring 5. Respiratory monitoring 6. Neurological monitoring	1	2
4	Cardiovascular system		3. Acute coronary syndromes 4. Cardiac surgery	1	2
5	Respiratory disorder		5. Acute respiratory failure 6. Acute respiratory distress syndrome 7. Pulmonary embolism 8. Mechanical ventilation	1	2
6	Nervous system		3. Traumatic brain injury & Stroke 4. Spinal cord injury	1	2
7	Renal system		3. Acute renal failure 4. Fluid and electrolytes	1	2
8	Gastrointestinal system Endocrine system		3. Nutrition of critically ill patient 4. Diabetic ketoacidosis	1	2
	Final Theoretical Exam		MCQs and essay questions		
	Number of week			8	16

Number of Weeks /and Units per Semester

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Patient assessment	C2,C3	3	2
2	Patient monitoring	C1,C2,C3	3	2
3	Therapeutic devices	C1,C2,C3	3	2
4	Nursing procedures	C1,C2,C3	3	2

LVII. Teaching strategies of the course

Lectures
Discussions
Demonstration
Video clips

LVIII. Assessment Methods of the Course:

Written exams,
Assignment
Scenarios
Practical evaluation and exam

LIX. Assignments:

No.	Assignments	Week due	Mark
1			
Total			10

LX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part

No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Quizzes			
2	Midterm Exam		20	

3	Final Exam		50	
Total			70	70%
Assessment of Practical Part				
1	Assignments			
2	Practical Exam		30	30%
Total				

LXI. Learning Resources:

15- Required Textbook(s) (maximum two)

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16- Essential References

		1
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17- Electronic Materials and Web Sites, etc.

	2-
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XII. Course Policies:

1	
2	Tardiness: class.
3	Exam Attendance/Punctuality:
4	Assignments & Projects:
5	Cheating:
6	Plagiarism:
7	Other policies:

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of Psychiatric and Mental Health Nursing
Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Dr. Dr. Nada Ahmed Ismail

Reviewed by:

Dr.

Quality Assurance

Dean:

CLXI. Course Identification and General Information:						
1	Course Title:	Psychiatric and Mental Health Nursing				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		3		3	6	
4	Study level/ semester at which this course is offered:					
5	Prerequisites:					
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Nursing				
8	Language of teaching the course:	English				
9	Study System:	Regular (semester)				
10	Location of teaching the course:	University Campus				
11	Prepared by:	Associated. Pro. Dr. Nada Ahmed Ismail				
12	Date of Approval					

CLXII. Course Description:

This course provides the nursing students with the necessary basic knowledge, skills and attitude that enable them to provide nursing care for psychiatric and mentally ill clients in hospital setting and other health institutions. The course emphasizes on promoting, restoring and protecting mental health of individuals and groups.

CLXIII. Outcomes of the Course

1. Explain concepts of mental health and mental illness.
2. Explain developmental theories and its importance in understanding human behavior in different age groups
3. Justify the different psychiatric nursing interventions for psychiatric patients
4. Relate the concept of prevention to mental health and psychiatric nursing.
5. Formulate a plan of care for patients with different psychiatric problems.
6. Synthesize clinical evidence in order to solve problems related to management of patient care.

XLIV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1.		a1-	Identify the concepts & characteristics of mental health and mental illness.
A2.	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	a2-	Recognize the characteristics & phases of therapeutic relationship.
A3.		a3-	Identify the concepts and management of stress, anger, aggression, suicidal prevention
A4.	describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups.	a.4	Describe etiology, clinical picture, diagnosis and complications of common and life threatening psychiatric emergencies.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
a1-	Identify the concepts & characteristics of mental health and mental illness.	<ul style="list-style-type: none"> Lecture Library assignment and internet search Written assignment Conference presentation 	<ul style="list-style-type: none"> Oral exam to assess knowledge, critical thinking, problem solving Written exam to assess knowledge, attitude, problem solving, and critical thinking Library assignment/ internet search presentation
a2-	Recognize the characteristics & phases of therapeutic relationship.		
a3-	Identify the concepts and management of stress, anger, aggression, suicidal prevention		
a.4	Describe etiology, clinical picture, diagnosis and complications of common and life threatening psychiatric emergencies.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1.	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1-	Differentiate between the neurotic, psychotic and different psychiatric disorders.
B2.	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b2-	Construct the nursing care plane for person with different mental disorders.
B3.	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b.3	Illustrate a therapeutic relationship with the patients and their families and health professionals
B4.		b4.	Analyze the psychiatric nurse role in pharmacotherapy, somatic and psychosocial treatment modalities

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Differentiate between the neurotic, psychotic and different psychiatric disorders.	Small group discussion Role play	Oral exam to assess knowledge, critical thinking, problem solving • Written exam to assess knowledge, attitude, problem solving, and critical thinking Library assignment/ internet search presentation
b2-	Construct the nursing care plane for person with different mental disorders.		
b3.	Illustrate a therapeutic relationship with the patients and their families and health professionals		
b4.	Analyze the psychiatric nurse role in pharmacotherapy, somatic and psychosocial treatment modalities		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1.	practices practical nursing to provide safe and effective care to various individuals using appropriate technology.	c1-	provide safe and evidence-based nursing care to person with mental disorders with consideration of the professional, ethical, and legal standards.
C2.	Apply professional nursing theories and concepts.	c2-	Use the critical thinking and problem-solving approaches with mental health challenges.
C3.	Uses evidence to provide rationales for nursing interventions.	c3-	Use teaching/learning principles in implementing educational activities to patient/ client and subordinates
C4.	efficiently implements the comprehensive health care plan to enhance the health of the individual and the community.	c4.	Apply psychiatric nursing principles and therapeutic communication techniques with the patients and their families and health professionals

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case study discussion Demonstration & Re - Demonstration -Staff guidance	<ul style="list-style-type: none"> Practical exam to assess psychosocial skills, attitude, knowledge applicability <ul style="list-style-type: none"> Library assignment/ internet search presentation Clinical training observation checklist
c1-	provide safe and evidence-based nursing care to person with mental disorders with consideration of the professional, ethical, and legal standards.		
c2-	Use the critical thinking and problem-solving approaches with mental health challenges.		
c3-	Use teaching/learning principles in implementing educational activities to patient/ client and subordinates		
c4.	Apply psychiatric nursing principles		

	and therapeutic communication techniques with the patients and their families and health professionals		
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(D) General and Transferable Skills			
Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1.	Uses effective communication strategies to actively participate as a member of the healthcare team.	d1-	Apply communication skills, problem solving skills. and implement counseling skills.
D2.	Integrates ethical, legal and professional standards into nursing practice	d2-	Demonstrate positive attitudes towards the psychiatric patients/clients
D3.	works as a one of team and manages time efficiently.	d3.	Work effectively with a team.
Teaching and Assessment Methods for Achieving Learning Outcomes			
Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:			
CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> • Lecture • Library assignment and internet search • Written assignment • Conference presentation 	Oral exam to assess knowledge, critical thinking, problem solving Written exam to assess knowledge, attitude, problem solving, and critical thinking Library assignment/ internet search
d1-	Apply communication skills and implement counseling skills.		
d2-	Demonstrate positive attitudes towards the psychiatric patients/clients		
d3.	Work effectively with a team.		
d4.	Use problem solving skills.		

XV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect					
Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Course orientation Psychiatric patient safety and accreditation Concepts of mental health and mental health and mental illness	a1,a3,b1,	Overview of Psychiatric Nursing: – Historical Perspective of the Treatment of Mental Illness – Mental Illness in the 21st Century Psychiatric Nursing Practice	1	3
2	Common psychiatric nursing terminology	a1,a2,b1,		1	3
3	Introduction to neurotic and psychotic disorders Anxiety & Somatoform disorder	a1,a2,a3,a4,b1,b2,b3,b4,	Anxiety and Stress Related Illness: - meaning of Anxiety and Anxiety as a Response to Stress - Levels of Anxiety - Overview of Anxiety Disorders - Panic Disorders: Incidence, Related Disorders, Etiology, Treatment - Phobias: Incidence, Related Disorders, Etiology, Treatment - Obsessive-Compulsive Disorder: Incidence, Related Disorders, Etiology, Treatment - Generalized Anxiety Disorder: Incidence, Related Disorders, Etiology, Treatment Posttraumatic Stress Disorder: Incidence, Related Disorders, Etiology, Treatment	1	3
4	Schizophrenic disorder & delusional disorder	a2,a3,a4	Schizophrenia : - Clinical Course - Related Disorders - Etiology - Cultural Considerations	1	3

			<ul style="list-style-type: none"> - Treatment - Application of the Nursing Process - Elder Considerations Mental Health Promotion 		
5	Mood disorders (depression and mania)	a2,a3,a4	<p>Mood Disorders</p> <ul style="list-style-type: none"> - Categories of Mood Disorders - Related Disorders and Etiology - Major Depressive Disorder - Depression - Bipolar Disorder Suicide 	1	3
6	Therapeutic Nurse-patient relation	a1,a2,		1	3
7	Psychiatric and mental disorder of children and adolescent	a1,a2,a3,a4	<ul style="list-style-type: none"> - Autism - ADHD - Conduct disorders Mental retardation 	1	4
8	Midterm exam	a1,a2,a3,a4		1	2
9	Electroconvulsive therapy	a2,a4	<p>Definition</p> <p>Indications</p> <p>Complications</p> <ul style="list-style-type: none"> • Nursing Role Before During and After E.C.T. Procedure 	1	3
10			<p>Psychotherapy</p> <p>Occupational & recreational therapy</p> <p>Nutritional and photo therapy</p>	1	3
11	Pharmacotherapy	a2,a4,		1	3
12	Personality disorder	a2,a3,a4	<p>Personality Disorder</p> <ul style="list-style-type: none"> - Categories of Personality Disorders - Onset and Clinical Course - Etiology 	1	3

			- Cultural Considerations		
13	Cognitive Disorders	a1,a2,a3,a4	Delirium Dementia	1	3
14	Care of abused persons Care with suicidal attempts	a1,a2,a3,a4	Abuse and Violence: - Clinical Picture of Abuse and Violence - Characteristics of Violent Families - Spouse or Partner Abuse - Child Abuse - Elder Abuse - Rape and Sexual assault Related Psychiatric Disorders	1	3
15	Therapeutic Communication	a1,a2,a3,a4	Therapeutic Communication: - meaning of Communication - Verbal and Nonverbal Communication Skills	1	3
16	Final exam	a1,a2,a3,a4		1	3
Number of Weeks /and Units per Semester				16	48

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	Over view of practical plan • Psychiatric nursing principles • Signs& symptoms of psychiatric patients. • Somatic manifestation • Thinking/ cognitive • Emotional /affect • Motor/ Behaviora	C1,c2,c3,c4,d1,d2		
2	Nursing Process in Psychiatric /Mental Health Nursing •Assessment • Nursing diagnosis (NANDA for psychiatric patients) • Focus charting	C1,c2,c3,c4,d1,d2		
3	Electro - Convulsive Therapy • Nursing Role Before During and After E.C.T. Procedure	C1,c2,c3,c4,d1,d2		

	<ul style="list-style-type: none"> • Demonstration & Remonstratation 			
4	Restrain Procedure <ul style="list-style-type: none"> • Principles / situation needed • Chemical Restrain • Physical Restrain • Demonstration & Remonstratation 	C1,c2,c3,c4,d1,d2		
5	Therapeutic and Non-Therapeutic Communication Techniques Application /active learning student activity	C1,c2,c3,c4,d1,d2		
6	Case Study Schizophrenic Disorder <ul style="list-style-type: none"> • Group discussion Case Study anxiety Disorder <ul style="list-style-type: none"> • Group discussion Activity therapy (clinical conference) 	C1,c2,c3,c4,d1,d2		
7	Case study for Depressive disorder: <ul style="list-style-type: none"> • Group discussion Case Study Bipolar Disorder • Group discussion Stress Management strategies (clinical conference) 	C1,c2,c3,c4,d1,d2		
8	Student's assignment interactive discussion / evaluation Topics: Relaxation techniques (presentation) Eating disorders (presentation) Group psychotherapy (presentation Sleeping disorders (presentation) Psychopharmacology (Booklet) Psychological First Aids (presentation) Symptomatology (Booklet)	C1,c2,c3,c4,d1,d2		

VI. Teaching strategies of the course

- Seminars
- Small group discussion
- Interactive lectures
- Dialogue and discussion
- Brain Storming
- Map of concepts
- Problem solving
- presentation and Simulation
- Case study
- Self-learning
- Tasks & Homework

LXVIII. Assessment methods of the Course:

- Quizzes,

- written exam (MCQs)/ essay questions,
- assignments and participation
- Oral exams, written exam assignments, interpretative exercises
- case study
- practical exam
- oral exam
- Reports,
- presentations,
- direct observation

LXIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Nursing management of suicide	W6	5	
	Nursing management for aggression	W10	5	
	Ethical and legal issues in mental health	W13	5	
Total				

LXX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Tasks and Assignments	weeks 3-13	5	5%	A1,a2,a3,a4,b1,b2,b3
2	Quiz / Oral Examination	W6+w12	5	5%	A1,a2,a3,a4
3	Midterm Exam	W8	20	20%	A1,a2,a3,a4
4	Final Exam (theoretical)	W16	40	40%	A1,a2,a3,a4,b1,b2,b3
1	Practical evaluation	14	30	30%	B1,b2,b3,c1,c2,c3,c4
2					
Total			30	30%	

LXXI. Learning Resources:

71- Required Textbook(s) (maximum two)

	Sheila L. Videbeck 2020, Psychiatric Mental health Nursing 8th Edition, Wolters Kluwer. New York
72- Essential References	
	Mary C. Townsend & Karyn I. Morgan, 2017, Psychiatric Mental Health Concepts of Care In Evidence- Based Practice 9 th Edition, F A Davis. • Kneisl, C. R., & Trigoboff, E. (2013). Contemporary psychiatric mental health nursing (3rd ed.). Boston: Pearson
73- Electronic Materials and Web Sites, etc.	
	Mary C. Townsend & Karyn I. Morgan, 2017, Psychiatric Mental Health Concepts of Care In Evidence- Based Practice 9 th Edition, F A Davis. • Kneisl, C. R., & Trigoboff, E. (2013). Contemporary psychiatric mental health nursing (3rd ed.). Boston: Pearson

LXXII. 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	Tardiness: Students will be allowed to in the class if he/ she is late not more than 15 minutes with an acceptable excuse. If the student is late in attending the class for more than three times without excuse, he will be warned and will be asked to write undertaken for not repeating that, otherwise his guardian will be notified and he will miss classes and will be considered as failed..
3	Exam Attendance/Punctuality: <ul style="list-style-type: none"> - Student will not be allowed to appear in the final exam if he/ she is late 30 minutes from the begging of the exam. - Student will not be allowed to leave the exam room until unless half of the examination time passed. - Using mobile phones is strictly prohibited in examination time and the student will be considered as failed if he did so. - If the student misses the final exam and unless he/she provides an accepted excuse he is eligible to take the exam as first attempt. - If the student misses the final exam, he will be considered as failed and if the repeated exam will be calculated as minimum of 50% - The student will be considered as failed if he broke the regulations and roles of the exam. <ul style="list-style-type: none"> - In the practical courses failing in either part is marked as failing in the course and student has to appear in the failing part and the marks will be given as the minimum mark.
4	Assignments & Projects: the student should submit the assignment or project on time. In late cases, student has to provide an acceptable and written excuse to the lecturer before he submitted the final marks to the department otherwise the student will not be given the

	marks of the project.
5	Cheating: <ul style="list-style-type: none">- Cheating in examinations or tests is prohibited which may be in the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, or cell phone) etc.- Midterm exam cheating results in given the student a mark of zero.- Cheating in the final exam will result in failing the student in that subject if he / she did not get benefits in that subject, if he/ she gets benefits, he/ she will be considered as failed in two courses. If the course exam is the last, he will be considered as failed in that course and the previous one.- If the student repeats cheating in a single examination period he will be discontinued for full academic year or permanently if he repeated cheating more than twice.
6	Plagiarism: <ul style="list-style-type: none">- "To plagiarize is to take ideas or words of another person & pass them off as one's own"- Plagiarism will results in losing the marks of assignment. If the student personates at examination time both will be suspended for a full academic year
7	Other policies: <ul style="list-style-type: none">- Using mobile or another electronic device of storing or transfer data in class during the lecture or the exam is forbidden.- Abnormal behavior is not acceptable and student will face punitive proceedings- Eating or drinking is strictly prohibited.

الجامعة الوطنية

اخلاقيات التمريض

University:
Faculty:
Department:
Program title:

The National University
Medicinal Sciences
Medical Laboratories
Bachelor degree of Medical Laboratories

Course Specification

XXXVI. Course Identification and General Information:						
1	Course Title:	Research Methodology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	-			2
4	Study level/ semester at which this course is offered:	Level 3 semester 1				
5	Pre -requisite (if any):	Biostatistics				
6	Co -requisite (if any):	Nil				
7	Program (s) in which the course is offered:	B. Sc. in Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	National University				
10	Prepared by:	Dr. Ahmed Abu-Taleb				
11	Date of approval:					

XXXVII. Course description:

- This course introduces and discusses approaches, strategies and data collection methods relating to research in medical sciences. Students will consider how to select the appropriate methodology for use in a study to be performed. Additionally, these students will learn how to identify problems, development of theory, derivation of empirically testable hypotheses, and the analysis of quantitative and qualitative data. Finally, this course elucidates the requirements for scientific writing, considering aspects related to language, writing style, and lay-out. To culminate this final stage, students will learn to write a comprehensive research proposal that may be conducted in the future.

XXXVIII. Intended learning outcomes (ILOs) of the course:

. At the end of this course, the students will be able to:

- 1) Describe the principle concept of research methodology and the conceptual issues related to the chosen health research topic.
- 2) Identify theories, hypotheses, and methods used in health and social science research as well as sample and different types of samples.
- 3) Discusses appropriate research methods, relevant trends, the empirical, theoretical and methodological gaps in the current literature.
- 4) Define of theoretical framework for the proposed project, problems with data collect ways and the steps required to apply these methods
- 5) Illustrate of viable strategies to manage challenges, risks and limits of the proposed study.
- 6) Explain how to conduct the review of literature and present what precautions a researcher should take into consideration in library use.
- 7) Formulate a research questionnaire used for data collection, hypotheses and related objectives (general and specific).
- 8) Compare basic quantitative and qualitative study designs as well as select a relevant research topic based on contemporary literature
- 9) Create the oral and written communication skills and produce an advanced literature review which reflects in-depth research and analysis.
- 10) Apply ethical principles in each step of health research.
- 11) Prescribe a research study and the theory as well as the methodological decisions, including sampling and measurement.
- 12) Perform research aims at finding a solution for an immediate problem facing a society or an organization.
- 13) Inspect with internet technology to collect, analyze and interpret information in the learning process and acquired the knowledge.
- 14) Evaluate the current emerging technologies in instructionally powerful ways and to assist in the management of health environment.
- 15) Cooperate with classmate as a member of a team for manages and gets solution for an immediate problem facing a society or an organization.

XXXIX. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1-	Discusses the principle concept of research methodology and research process associated with criteria of good research and the different types of research.	a1-	Describe the principle concept of research methodology and the conceptual issues related to the chosen health research topic.
A2-	Define the approaches, strategies, variety of issues-the selection of research topic, the articulation of research questions, development	a2-	Identify theories, hypotheses, and methods used in health and social science research as well as sample and different types of

	of theory, derivation of empirically testable hypotheses, and the analysis of quantitative and qualitative data.		samples.
		a3-	Discusses appropriate research methods, relevant trends, the empirical, theoretical and methodological gaps in the current literature.
		a4-	Define of theoretical framework for the proposed project, problems with data collect ways and the steps required to apply these methods
		a5-	Illustrate of viable strategies to manage challenges, risks and limits of the proposed study.
		a6-	Explain how to conduct the review of literature and present what precautions a researcher should take into consideration in library use.
		a7-	Characterize of quantitative and qualitative data with principle of a research report.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:			
a1-	Describe the principle concept of research methodology and the conceptual issues related to the chosen health research topic.	<ul style="list-style-type: none"> - Lecture by using data show - Discussion within class 	<ul style="list-style-type: none"> - Assignments - Quizzes - Mid-semester - Final exams (MCQs, fill of blank and short note questions)
a2-	Identify theories, hypotheses, and methods used in health and social science research as well as sample and different types of samples.		
a3-	Discusses appropriate research methods, relevant trends, the empirical, theoretical and methodological gaps in the current literature.		
a4-	Define of theoretical framework for the proposed project, problems with data collect ways and the steps required to apply these methods		
a5-	Illustrate of viable strategies to manage challenges, risks and limits of the proposed study.		
a6-	Explain how to conduct the review of literature and present what precautions a researcher should take into consideration in library use.		
a7-	Characterize of quantitative and qualitative data with principle of a research report.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:

Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1-	Analyze different research methods and methodological approach with extension the research findings implications the chosen research topic.	b1-	Formulate a research questionnaire used for data collection, hypotheses and related objectives (general and specific).
B2-	Propose the appropriate research methods, research process and the steps required to apply these methods.	b2-	Compare basic quantitative and qualitative study designs as well as select a relevant research topic based on contemporary literature
		b3-	Create the oral and written communication skills and produce an advanced literature review which reflects in-depth research and analysis.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used.	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Lectures - Problems solution - Case study - Discussion with students 	<ul style="list-style-type: none"> - Class participation - presentation - Case study question
b1-	Formulate a research questionnaire used for data collection, hypotheses and related objectives (general and specific).		
b2-	Compare basic quantitative and qualitative study designs as well as select a relevant research topic based on contemporary literature		
b3-	Create the oral and written communication skills and produce an advanced literature review which reflects in-depth research and analysis.		

(C) Professional and Practical Skills.

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills
After completing this program, students would be able to:	After participating in the course, students would be able to:

C1-	Apply ethical principles in each step of health research.	c1-	Choose the research topic, with the professor's prior agreement, that is related to conflict studies.
C2-	Prescribe a research study and the theory as well as the methodological decisions, including sampling and measurement.	c2-	Apply conceptual and theoretical frameworks to the chosen research topic.
C3-	Perform research aims at finding a solution for an immediate problem facing a society or an organization.	c3-	Demonstrate the methods of data collection – secondary data collection methods, qualitative methods of data collection, and Survey methods of data collection.
		c4-	Create questionnaire that will focus on main independent and dependent variables
		c5-	Practice various presentation styles including data presentation/graphics, poster presentations, and oral presentations.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Class and small group discussions - Participation in class - Extensive reading - Literature review 	<ul style="list-style-type: none"> - Short essay - Student presentations - Assessment
c1-	Choose the research topic, with the professor's prior agreement, that is related to conflict studies.		
c2-	Apply conceptual and theoretical frameworks to the chosen research topic.		
c3-	Demonstrate the methods of data collection – secondary data collection methods, qualitative methods of data collection, and Survey methods of data collection.		
c4-	Create questionnaire that will focus on main independent and dependent variables		
c5-	Practice various presentation styles including data presentation/graphics, poster presentations, and oral presentations.		

(D) General / Transferable Skills:	
The National University, Sana'a Faculty of Medical Science Department of Nursing	
Program Intended Learning Outcomes (PILOs) in General / Transferable skills	Course Intended Learning Outcomes (CILOs) in General / Transferable skills
After completing this program, students would be able to:	After participating in the course, students would be able to:
D1- Inspect with internet technology to collect, analyze and interpret information in the learning process and acquired the knowledge.	d1- Inspect with standard technology tools to develop instruments, organize and store data, conduct data analysis, and prepare research reports.
D2- Evaluate the current emerging technologies in instructionally powerful ways and to assist in the management of health environment.	d2- Evaluate the problems well and make appropriate methodological decisions, including research methods and research process.



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D3-	Cooperate with classmate as a member of a team for manages and gets solution for an immediate problem facing a society or an organization.	d3-	Estimate strength methodology/methods applied findings, and options for
D4-	Review the health research project and research process within a group and submit a joint research project report.		

Teaching And Assessment Methods For Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used.
After participating in the course, students would be able to:		<ul style="list-style-type: none"> - Exercises - Problem solving within class - Essay questions
d1-	Inspect with standard technology tools to develop instruments, organize and store data, conduct data analysis, and prepare research reports.	
d2-	Evaluate the problems well and make appropriate methodological decisions, including research methods and research process.	
d3-	Estimate strengths and weaknesses of methodology/methods applied, the validity of the findings, and options for improving the research design.	

XL. Course Content:

Department of Nursing

1 - Course Topics/Items:

a - Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hour
1-2	- Introduction to Principle Concept of Research Methodology.	a1-a7 b3 c1;c5 d1;d3	<ul style="list-style-type: none"> - Definition of Research - Characteristics of Research - Objectives of Research - Nature of Research - Importance of Research - Relevance of Research - Restrictions in Research - Research Process - Types of Research 	2	4
3	- Hypothesis	a1-a5 b1;b3 c1-c3 d1-d2	<ul style="list-style-type: none"> - Meaning - Nature & Characteristics - Significance of Hypothesis - Types of Hypothesis - Sources of Hypothesis - Characteristics of Good Hypothesis 	1	2
4-5	- Types and Methods of Research	a1-a7 b1-b3 c2-c3 d1-d3	<ul style="list-style-type: none"> - Pure and Applied Research - Exploratory or Formulate Research - Descriptive Research - Diagnostic Research - Evaluation Studies - Survey and case studies - Experimental Research - Analytical Study or Statistical Method 	2	4
6-7	- Sampling	a2-a6 b1 c3-c4 d1-d2	<ul style="list-style-type: none"> - Aims of Sampling - Characteristics of Good Sample - Basis of Sampling - Advantages of Sampling - Limitations of Sampling - Sampling Techniques or Methods - Probability Sampling Methods - Non-Probability Sampling Methods - Sample Design and Choice of Sampling Technique 	2	4
8	- Midterm Exam			1	2
9	- Review of Literature	a3-a6 b1;b3 c1;c3 d1-d3	<ul style="list-style-type: none"> - Meaning of Review of Literature - Objectives of Review of Literature - Sources of Literature - Conduct the Review of Literature 	1	2
10	- Questionnaire Design	a4-a7 b1;b3 c3-c4	<ul style="list-style-type: none"> - Introduction - Techniques for Designing Questionnaires 	1	2

			d1-d2	- Types of Questions - Questionnaire construction	
Teaching strategies of the course:					
- Lecture presentations and tutorials	Methods and Techniques of Data Collection		a3-a7	- Introduction	primary
- Discussion-oriented and interactive teaching (such as brainstorming)			b1-b3	- Distinction between data and secondary data	
- Group discussions and seminars			c3-c4	- Data collection procedure for Primary data	
- Self-study modules			d1-d2	- Methods of data collection	
- Laboratory demonstrations and practice				- Definition of Central Tendency	
Assignments:					
- Short exams (quizzes), discussions and oral tests.	Quantitative and Qualitative Tools		a7	- Characteristics of Central Tendency	Central
- Theoretical and practical mid-term exams			b2	- Types of Measures of Central Tendency a. Mean b. Median	
- Laboratory logbooks and reports.			c3	- Measures Dispersion	
- Final exams.			d1-d2	- Meaning and Purpose of a Research Report	
				- Characteristics and function of report	
				- Types of report	
				- Planning Report Writing	
13	- Report Writing		a1-a7 b1-b3 c2-c4 d1-d3	- General review	
14	- Review		a1-a7		
Number of Weeks /and Units Per Semester					



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XLI. Students' Support:

Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes		20	20%	a1-a3; b1, b2; d1-d3
2	Theoretical mid-semester exam	8 th	30	30%	a1-a3
3	Final Exam (theoretical)		50	50%	a1-a3
	Total		100	100%	

Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

XLII. Learning Resources:

	assessments). ▪ Regular follow-up of report to assess the practice achievement of students.
9- Procedures for periodically reviewing of course effectiveness and planning for improvement	
	▪ Student rating and feedback ▪ Peer rating and feedback ▪ Regular meeting of the Curriculum Committee of the faculty.
6- Course development plans.	
	▪ Conducting regular workshops for the staff for improving their course specification skills. ▪ Regular revision of course specification and syllabus items.

XII. Course Policies:	
1	<p>Class Attendance:</p> <ul style="list-style-type: none"> - The student should be attending not less than 75% of total contact hours of the subject, otherwise he will not be able to take course exam and consider as exam failure. If the student absent due to illness, he should bring the proof statement from university Clinic. If the absent is more than 25% of a course total contact hours without any reasons, it required the student to retake the entire course again. <p>- Attendance: attendance will be graded as follows</p> <ul style="list-style-type: none"> • No absence 4 • One absence 3.5 • Two absences 3 • Three absences 2.5 - Four or more absences not allowed to enter the exam
2	<p>Tardiness:</p> <ul style="list-style-type: none"> ▪ For late in attending the class, the student will be initially notice. If he repeated late in attending class, he will consider as absent.
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> • A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination). • A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. • When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> - In general, one assignment is given after each chapter of a course. The student should submit the assignment on time, mostly one week after given the assignment.
5	<p>Cheating:</p> <ul style="list-style-type: none"> • If a student is found cheating in the final and med-term examinations and quizzes (copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two

		more courses.
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> All types of plagiarism are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports, the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies. 	
7	<p>Other policies:</p> <ul style="list-style-type: none"> Students must switch off their mobile phones; electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss. 	



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University:
Faculty:
Department:
Program title:

The National University
Faculty of Medical Sciences
Medical Laboratories
Bachelor of Medical Laboratories

Template for Course Plan (Syllabus)

I. Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

I. Course Identification and General Information:

1	Course Title:	Research Methodology				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		2	-			2
4	Study level/ semester at which this course is offered:	Level 3 semester 1				
5	Pre -requisite (if any):	Biostatistics				
6	Co -requisite (if any):	Nil				
7	Program (s) in which the course is offered:	B. Sc. in Medical Laboratories				
8	Language of teaching the course:	English				
9	Location of teaching the course:	National University				
10	Prepared by:	Dr. Ahmed Abu-Taleb				
11	Date of approval:					

I. Course description:

- This course introduces and discusses approaches, strategies and data collection methods relating to research in medical sciences. Students will consider how to select the appropriate methodology for use in a study to be performed. Additionally, these students will learn how to identify problems, development of theory, derivation of empirically testable hypotheses, and the analysis of quantitative and qualitative data. Finally, this course elucidates the requirements for scientific writing, considering aspects related to language, writing style, and lay-out. To culminate this final stage, students will learn to write a comprehensive research proposal that may be conducted in the future.

XLV. Course Content:

1 - Course Topics/Items:

1 - Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1-2	- Introduction to Principle Concept of Research Methodology.	a1-a7 b3 c1;c5 d1;d3	- Definition of Research - Characteristics of Research - Objectives of Research - Nature of Research - Importance of Research - Relevance of Research - Restrictions in Research - Research Process - Types of Research	2	4
3	- Hypothesis	a1-a5 b1;b3 c1-c3	- Meaning - Nature & Characteristics - Significance of Hypothesis	1	2

		d1-d2	<ul style="list-style-type: none"> - Types of Hypothesis - Sources of Hypothesis - Characteristics of Good Hypothesis 		
4-5	- Types and Methods of Research	a1-a7 b1-b3 c2-c3 d1-d3	<ul style="list-style-type: none"> - Pure and Applied Research - Exploratory or Formulate Research - Descriptive Research - Diagnostic Research - Evaluation Studies - Survey and case studies - Experimental Research - Analytical Study or Statistical Method 	2	4
6-7	- Sampling	a2-a6 b1 c3-c4 d1-d2	<ul style="list-style-type: none"> - Aims of Sampling - Characteristics of Good Sample - Basis of Sampling - Advantages of Sampling - Limitations of Sampling - Sampling Techniques or Methods - Probability Sampling Methods - Non-Probability Sampling Methods - Sample Design and Choice of Sampling Technique 	2	4
8	- Midterm Exam			1	2
9	- Review of Literature	a3-a6 b1;b3 c1;c3 d1-d3	<ul style="list-style-type: none"> - Meaning of Review of Literature - Objectives of Review of Literature - Sources of Literature - Conduct the Review of Literature 	1	2
10	- Questionnaire Design	a4-a7 b1;b3 c3-c4 d1-d2	<ul style="list-style-type: none"> - Introduction - Techniques for Designing Questionnaires - Types of Questions - Questionnaire construction 	1	2
11	- Methods and Techniques of Data Collection	a3-a7 b1-b3 c3-c4 d1-d2	<ul style="list-style-type: none"> - Introduction - Distinction between primary data and secondary data - Data collection procedure for Primary data - Methods of data collection 	1	2
12	- Quantitative and Qualitative Tools	a7 b2 c3 d1-d2	<ul style="list-style-type: none"> - Definition of Central Tendency - Characteristics of Central Tendency - Types of Measures of Central 	1	2

			Tendency a. Mean b. Median c. Mode - Measures Dispersion		
13	- Report Writing	a1-a7 b1-b3 c2-c4 d1-d3	- Meaning and Purpose of a Research Report - Characteristics and function of report - Types of report - Planning Report Writing		2
14	- Review	a1-a7	- General review		2
Number of Weeks /and Units Per Semester				14	28

XLVI. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to

- 1- Describe the principle concept of research methodology and the conceptual issues related to the chosen health research topic.
- 2- Identify theories, hypotheses, and methods used in health and social science research as well as sample and different types of samples.
- 3- Discusses appropriate research methods, relevant trends, the empirical, theoretical and methodological gaps in the current literature.
- 4- Define of theoretical framework for the proposed project, problems with data collect ways and the steps required to apply these methods
- 5- Illustrate of viable strategies to manage challenges, risks and limits of the proposed study.
- 6- Explain how to conduct the review of literature and present what precautions a researcher should take into consideration in library use.
- 7- Formulate a research questionnaire used for data collection, hypotheses and related objectives (general and specific).
- 8- Compare basic quantitative and qualitative study designs as well as select a relevant research topic based on contemporary literature
- 9- Create the oral and written communication skills and produce an advanced literature review which reflects in-depth research and analysis.
- 10- Apply ethical principles in each step of health research.
- 11- Prescribe a research study and the theory as well as the methodological decisions, including sampling and measurement.
- 12- Perform research aims at finding a solution for an immediate problem facing a society or an organization.
- 13- Inspect with internet technology to collect, analyze and interpret information in the learning process and acquired the knowledge.
- 14- Evaluate the current emerging technologies in instructionally powerful ways and to assist in the management of health environment.
- 15- Cooperate with classmate as a member of a team for manages and gets solution for an immediate problem facing a society or an organization.

Teaching strategies of the course:

- Lecture presentations and tutorials
- Discussion-oriented and interactive teaching (such as brainstorming)
- Group discussions and seminars
- Self-study modules
- Laboratory demonstrations and practice

Assignments:

- Short exams (quizzes), discussions and oral tests.
- Theoretical and practical mid-term exams.
- Laboratory logbooks and reports.
- Final exams.

Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes		20	20%	a1-a3; b1, b2; d1-d3
2	Theoretical mid-semester exam	8 th	30	30%	a1-a3
3	Final Exam (theoretical)		50	50%	a1-a3
Total			100	100%	

XLVII. Students' Support:

Office Hours/week	Other Procedures (if any)
Two contact hours per week	None

XLVIII. Learning Resources:

26- Required Textbook(s) (maximum two)

- 1-Krishnaswami O.R., 1993. *Methodology of Research in Social Sciences*, Himalaya Publishing House.
- 2-Kothari, C. R. (1990). *Research Methodology: Research and techniques*, New Delhi: New Age International Publishers.

27- Recommended Readings and Reference Materials

- Wallinman, N. (2006). *Your Research Project: A step-by-step guide for the first-time researcher*. London: Sage Publications.

28- Essential References

- 2- Feldman, A. (1994). *Erzberger's dilemma: Validity in action research and science teachers' need to know*. *Science Education* 78(1), 83-102.

29- Electronic Materials and Web Sites etc.

	<ol style="list-style-type: none"> 1. http://www.pitt.edu/~super7/43011-44001/43911.ppt 2. http://www.uaf.edu/english/writing-center/ 3. http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf#search=%22action%20research%22
30- Other Learning Material.	
17- Educational videos	Slide spots of specimens

XLIX. Facilities Required:

1 - Accommodation:	<ul style="list-style-type: none"> - Lecture halls equipped with all necessary requirements such as data show presentation facilities, whiteboards. - Hands-on training in the field work.
2 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory connected with internet facilities.

L. Course Improvement Processes:

16- Strategies for obtaining student feedback on effectiveness of teaching.

- Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.
- Meeting with students and faculty.

17- Other strategies for evaluation of teaching by the instructor or by the department.

- Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester.
- Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).

18- Processes for improvement of teaching.

- Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions.
- Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.

9- Processes for verifying standards of students' achievement

- Checking of a sample of students' work by an independent faculty member.
- Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.
- Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).
- Regular follow-up of report to assess the practice achievement of students.

10- Procedures for periodically reviewing of course effectiveness and planning for improvement

- Student rating and feedback
- Peer rating and feedback
- Regular meeting of the Curriculum Committee of the faculty.

6- Course development plans.

- Conducting regular workshops for the staff for improving their course specification skills.
- Regular revision of course specification and syllabus

XIII. Course Policies:

1	<p>Class Attendance:</p> <ul style="list-style-type: none"> - The student should be attending not less than 75% of total contact hours of the subject, otherwise he will not be able to take course exam and consider as exam failure. If the student absent due to illness, he should bring the proof statement from university Clinic. If the absent is more than 25% of a course total contact hours without any reasons, it required the student to retake the entire course again. <p>- Attendance: attendance will be graded as follows</p> <ul style="list-style-type: none"> • No absence 4 • One absence 3.5 • Two absences 3 • Three absences 2.5 <p>- Four or more absences not allowed to enter the exam</p>
2	<p>Tardiness:</p> <ul style="list-style-type: none"> ▪ For late in attending the class, the student will be initially notice. If he repeated late in attending class, he will consider as absent.
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> • A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination). • A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course. • When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.
4	<p>Assignments & Projects:</p> <ul style="list-style-type: none"> - In general, one assignment is given after each chapter of a course. The student should submit the assignment on time, mostly one week after given the assignment.
5	<p>Cheating:</p> <ul style="list-style-type: none"> • If a student is found cheating in the final and med-term examinations and quizzes (copying from an authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.
6	<p>Plagiarism:</p> <ul style="list-style-type: none"> ▪ All types of plagiarism are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports, the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.
7	<p>Other policies:</p> <ul style="list-style-type: none"> • Students must switch off their mobile phones; electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent. Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member

concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Specification of Community Health Nursing Course No.()

2021/2022

This template of course specifications was prepared by CAQA, Yemen, 2017.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Associate Prof. Afrah M. AL-Dubhani

Dr.

LXVI. Course Identification and General Information:						
1	Course Title:	Community Health Nursing				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		3	2	-	5	
4	Study level/ semester at which this course is offered:	Fourth year/Second semester				
5	Prerequisites:					
6	Co –requisite:	-				
7	Program (s) in which the course is offered:	Nursing				
8	Language of teaching the course:	English				
9	Study System:	Term				
10	Location of teaching the course:	College of medicine and health Science				
11	Prepared by:	Associate Prof. Afrah M. AL-Dubhani				
12	Date of Approval	2022				

LXVII. Course Description:

This course is designed for students to practice community health nursing for the individuals, families and communities by using concept and principles of prevention, and promotion health.

LXVIII. Outcomes of the Course

- 1- Recognize the concepts of community health, community health nursing, the primary health care, environmental health, occupational health and safety and reproductive health
- 2- Describe the epidemiology of common communicable and non-communicable diseases.
- 3- Analyze determinant of health and principles of preventive measures necessary for the control of common health problems.
- 4- Assess the needs of patients with common communicable and non-communicable diseases.
- 5- Describe nursing management of common communicable and non-communicable diseases.
- 6- Apply nursing intervention to individuals, families, and communities including primary, secondary and tertiary levels of prevention.

- 7- Performs communication and counseling skills to deliver complete and effective care individuals, families, and communities.
- 8- Apply community health role to providing promotive, preventive, curative and restorative health services to individuals, families, and communities
- 9- Communicates effectively with individuals, families, and communities.
- 10- Cooperate effectively with other community resources to provide complete and effective care.
- 11- Formulates specific nursing care plan for each common communicable, non-communicable diseases and other health problems.
- 12- Build and maintain report and notify authorities as appropriate.
- 13- Analyze the principles and assessment techniques for immunization and home visit.
- 14- Maintain primary care in health center.

15- Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	Explain determinant of health and principles of preventive measures necessary for the control of common health problems.	a1-	Define concepts, principles of community health.
A2	Describe nursing management of common communicable and non-communicable diseases.	a2-	Delineate the epidemiology of common communicable and non-communicable diseases.
A3	Recognize the concepts of community health, community health nursing, the primary health care, environmental health, occupational health and safety and reproductive health	a3-	Mention the aspects of environmental health.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:			
CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Lectures.1. Seminars.2. Discussion.3.	Essay type.1. Short answer.2. Participation.3.
a1-	Define concepts, principles of community health.		
a2-	Delineate the epidemiology of common communicable and non-communicable diseases.		
a3-	Mention the aspects of environmental		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Analyze the principles and assessment techniques for immunization and home visit.	b1-	Formulate the family health and home management.
B1	Analyze determinant of health and principles of preventive measures necessary for the control of common health problems.	b2-	Distinguish between different levels of preventive care

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case study.1. Brainstorming.2. Lecture discussion.3.	1. Assignments and participation. 2. Quizzes.
b1-	Formulate the family health and home management.		

b2-	Distinguish between different levels of preventive care		3. Short answer.
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(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C7	Apply nursing intervention to individuals, families, and communities including primary, secondary and tertiary levels of prevention.	c1-	Perform appropriate measurement care for the individual and family.
C2	Performs communication and counseling skills to deliver complete and effective care individuals, families, and communities.	c2-	Apply nursing interventions skills to deliver complete and effective care individuals, families, and communities.
C7	Maintain primary care in health center.	c3-	Provide primary care intervention to individuals, families, and communities in health center.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Assignments and 1. participation Case study.2. Practice session3.	Practice session 1. Case discussions / 2. Seminar Supervised clinical 3. practice
c1-	Perform appropriate measurement care for the individual and family.		
c2-	Apply nursing intervention skills to deliver complete and effective care individuals, families, and communities.		
c3-	Provide primary care intervention to individuals, families, and communities in health center.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D3	Cooperate effectively with other community resources to provide complete and effective care.	d1-	Act as a member of a team work.
D4	Communicates effectively with individuals, families, and communities.	d2-	Communicate and respond properly when solving public problems

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		Case study.1. Group work discussion.2. Assignments.3.	Assessment of 1. the skills based on the checklist. Short Answer 2. Objective type3.
d1-	Act as a member of a team work.		
d2-	Communicate and respond properly when solving public problems		

16- Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to community health nursing	b1,d1	<ul style="list-style-type: none"> Definition of Community , Health, Community Health and Community Health Nursing Historical development of Community health nursing Factors essential for optimal Community health 	1	3

			<ul style="list-style-type: none"> • Factors affecting the health of any community • Objectives of Community health nursing • Characteristics Community health nursing • Role of the community health nurse 		
2	Primary health care	b1,d1	<ul style="list-style-type: none"> • Concepts and elements of PHC • Importance of PHC • Principles of PHC • Role of the nurse on the PHC team • The essential drug list 	1	3
3	Reproductive health	b1,d1	<ul style="list-style-type: none"> • Définition • Objective • Components • Maternal care : Natal, antenatal and post natal care • Family planning : definition, objectives and methods of family planning 	2	6
4	Expended program on imunization in Yemen	a1	<ul style="list-style-type: none"> • Definition • Immunity • Expended program on immunisation in Yemen Immunisation of - neonatal in Yemen Immunisation of - reproductive age females in Yemen Contrindication of - vaccination 	1	1.5
5	School health program	a2,a3,b3	<p>Definition <input type="checkbox"/></p> <p>Components of School <input type="checkbox"/></p>	1	1.5

			<p>health program</p> <p>Health education in the <input type="checkbox"/></p> <p>school</p> <p>Growth monitoring in <input type="checkbox"/></p> <p>the school</p> <p>Assessment of students' <input type="checkbox"/></p> <p>health status and identification of health problems (case finding)</p> <p>Case referral <input type="checkbox"/></p> <p>First aid in the school <input type="checkbox"/></p> <p>Nature of growth and <input type="checkbox"/></p> <p>development of the school-aged child</p> <p>Needs and problems <input type="checkbox"/></p> <p>common to the school-aged child</p> <p>Role of the nurse in the <input type="checkbox"/></p> <p>school health program</p> <p>Development and <input type="checkbox"/></p> <p>implementation of nursing care plans specific to the school- aged child</p> <p>School environment <input type="checkbox"/></p>		
6	Midterm exam	a1,a2,a3, b1,b3,d1		1	2
7	Environmental health	a2,b1,b3	<p>Introduction <input type="checkbox"/></p> <p>Concepts related to <input type="checkbox"/></p> <p>environmental health</p> <p>Components of <input type="checkbox"/></p> <p>environment</p> <p>Physical -</p> <p>Biological -</p> <p>Social -</p> <p>Major global <input type="checkbox"/></p> <p>environmental concerns and hazards associated with them</p> <p>Major environmental <input type="checkbox"/></p> <p>problems</p> <p>Effect of environmental <input type="checkbox"/></p> <p>hazards on people's health</p> <p>Strategies for nursing <input type="checkbox"/></p> <p>action in promoting environmental health</p> <p>▪ Water</p>	2	6

			<ul style="list-style-type: none"> ○ Introduction ○ Purposes of water ○ Requirement of water ○ Safe and wholesome water (Characteristics of clean water) ○ Sources of water supply <ul style="list-style-type: none"> - Rain water - Surface water - Ground water ○ Water pollution: <ul style="list-style-type: none"> - Sources of water pollution - Hazard of Water pollution: <ul style="list-style-type: none"> ● Biological hazards:- <ol style="list-style-type: none"> 1. water borne diseases 2. Water-based disease 3. Water-washed diseases 4. Water-breeding diseases ● Chemical hazards ● Purification of water ○ Purification of water on a large scales <ul style="list-style-type: none"> - Storage - Filtration - Disinfection ○ Purification of water on a small scales <ul style="list-style-type: none"> - Boiling - Chemical - Domestic ▪ Refuse disposal: <ul style="list-style-type: none"> - Types - Hazards of waste <p>Methods of refuse disposal</p> 		
8	Occupational health and safety	a2,b1,b3	<ul style="list-style-type: none"> ▪ Aims ▪ Hazards and problems ▪ Role of the nurse in occupational health ▪ The development, implementation, and evaluation of work-site nursing care 	1	3

			Protective measures and devices		
9	Epidemiology and nursing management of common Communicable Diseases	a2,a3,b2 , b3,d1,d2 , d3	<p>Magnitude of communicable disease in Yemen, both general and specific <input type="checkbox"/></p> <p>General and specific factors associated with communicable diseases <input type="checkbox"/></p> <p>Epidemiology of: <input type="checkbox"/></p> <p>Tuberculosis <input type="checkbox"/></p> <p>Malaria <input type="checkbox"/></p> <p>Schistosomiasis <input type="checkbox"/></p> <p>Dengue Fever <input type="checkbox"/></p> <p>Rabies <input type="checkbox"/></p> <p>Prevention and control of communicable diseases <input type="checkbox"/></p> <p>Nursing care for community/family members with common communicable diseases <input type="checkbox"/></p>	4	10
10	Levels of prevention	a2,b1,b3	<p>Definition of Prevention •</p> <p>There are three levels of prevention:- •</p> <p>1. Primary prevention</p> <p>Definition •</p> <p>The aim •</p> <p>The primary preventive efforts include:-</p> <p>Health Promotion:- 1. •</p> <p>Health education •</p> <p>Environmental modifications •</p> <p>Nutritional intervention •</p> <p>Life style and behavioral changes. •</p>	1	1
11	Epidemiology and nursing management of non-communicable diseases	a3,b2,b3 , d1,d2,d3	<p>Overview of key chronic diseases in Yemen <input type="checkbox"/></p> <p>Epidemiology of: <input type="checkbox"/></p> <p>Diabetes <input type="checkbox"/></p> <p>Malnutrition <input type="checkbox"/></p> <p>Accident <input type="checkbox"/></p> <p>Cancer <input type="checkbox"/></p> <p>Factors affecting the prevalence and incidence of key chronic diseases <input type="checkbox"/></p> <p>Problems affecting the <input type="checkbox"/></p>	2	6

			<p>quality of life of individuals and families that are associated with key chronic diseases</p> <p>Role of nurses in <input type="checkbox"/> prevention of chronic diseases</p>		
12	Home visit	a1	<p><input type="checkbox"/> Importance of home visiting</p> <p><input type="checkbox"/> Advantages and disadvantages of home visiting</p> <p><input type="checkbox"/> Special at-risk families</p> <p><input type="checkbox"/> Basic principles of home visiting</p> <p><input type="checkbox"/> Techniques of home visiting</p> <p><input type="checkbox"/> The community health nurse's responsibilities in home visiting</p> <p><input type="checkbox"/> Steps in conducting a home visit according to the nursing process:</p> <p><input type="checkbox"/> Assess the health status of the family and each member</p> <p><input type="checkbox"/> Assess the nutritional status of the family and each member</p> <p><input type="checkbox"/> Assess the mental and psycho-social health status of the family and each member</p> <p><input type="checkbox"/> Assess age-specific issues of growth and development of each family member</p>	1	3

			<input type="checkbox"/> Assess environmental sanitation of the home		
13	Final exam	a1,a2,a3, b1b2,b3, d1,d2,d3		1	3
Number of Weeks /and Units per Semester				15	45

b - Practical Aspect				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	<ul style="list-style-type: none"> ▪ Organize and conduct clinics- antenatal, post natal ▪ Provide family welfare services: <ul style="list-style-type: none"> ○ History taking ○ Perform simple lab tests at centre- blood for Hemoglobin and sugar, urine for albumin and sugar insertion of IUD ○ Counsel and teach individual, family and community <ul style="list-style-type: none"> - Nutrition - Hygiene - Self health monitoring - Seeking health services - Healthy life style - Family welfare methods - Health promotion ▪ Immunization; Administer vaccines and medications ▪ Apply family planning 	c1,c2,c3, c4,c5	7	100
2	<ul style="list-style-type: none"> ▪ School Health programme <ul style="list-style-type: none"> - Assessment and Physical examination of school health children ▪ Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, Infectious disease programme. 	c1,c2,c3, c4,c5	5	65
3	Final exam	c1,c2,c3, c4,c5	1	15
Number of Weeks /and Units Per Semester			13	180

VI. Teaching strategies of the course

1. Lecture - Discussion
2. Demonstration
3. Student Presentations

LXXIII. Teaching Strategies of the Course:

1. Brainstorming
2. Practice session
3. Case discussions
4. Supervised clinical practice

LXXIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	<ul style="list-style-type: none"> ▪ Community survey report-I ▪ Family care study- I ▪ Project-I ▪ Health talk-I ▪ Case book recording 	1-4	6	c1,c2,c3,c4,c5,d1,d2,d3
	<ul style="list-style-type: none"> ▪ School survey report ▪ Case study- 1 ▪ Care plan -2 ▪ Clinical presentation 1 	5-7	4	c1,c2,c3,c4,c5,d1
Total				

LXXV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Attendance and Activities	15th week	10	10%	c1,c2,c3,c4,c5
2	Semester work	5th and 12th week	10	10%	c1,c2,c3,c4,c5
3	Mid-term exam	7th or 8th week	50	50%	c1,c2,c3,c4,c5
4	Final exam	16th-17th week	30	30%	c1,c2,c3,c4,c5
Total			100	100%	

LXXVI. Learning Resources:

74- Required Textbook(s) (maximum two)	
	<p>K.Park (2007). Preventive and Social Medicine ,Bannott Publishers 1.</p> <p>Allender (2009). Community Health Nursing,LWW 2.</p>
75- Essential References	
	<p>Stanhope (2008). Community Health Nursing,2008,Elsevier 1.</p> <p>Anderson (2009). Community as Partner,2009,LWW 2.</p> <p>Deim (2006). Community Health Projects,2006,Lippincott 3.</p>
76- Electronic Materials and Web Sites, etc.	
	<p>www.CDC.com 1.</p> <p>www. Pubmed.com 2.</p> <p>www.nursing center.com 3.</p> <p>www.edul.elu.eg 4.</p>

LXXVII. 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.

Department of Nursing

Bachelor of Nursing

Course Plan (Syllabus) of Community Health Nursing

Course No. (----)

2021/202

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:		Office Hours					
Location & Telephone No.:							
E-mail:		SAT	SUN	MON	TUE	WED	THU

LXII. Course Identification and General Information:

1	Course Title:	Community Health Nursing				
2	Course Number & Code:					
3	Credit hours:	CH				Total
		Th.	Pr.	Tr.	Seminar.	
		3	2			5
4	Study level/ semester at which this course is offered:	Fourth year/Second semester				
5	Prerequisites:					
6	Co-requisite:	-				
7	Program (s) in which the course is offered:	Nursing				
8	Language of teaching the course:	English				
9	Study System:	Term				
10	Location of teaching the course:	College of medicine and health Science				
11	Prepared by:	Associate Prof. Afrah M. AL-Dubhani				
12	Date of Approval	2022				

LXIII. Course Description:

This course is designed for students to practice community health nursing for the individuals, families and communities by using concept and principles of prevention, and promotion health.

LXIV. Outcomes of the Course

- | | |
|---|-----|
| Recognize the concepts of community health, community health nursing, the primary health care, environmental health, occupational health and safety and reproductive health | 1- |
| Describe the epidemiology of common communicable and non-communicable diseases. | 2- |
| Analyze determinant of health and principles of preventive measures necessary for the control of common health problems. | 3- |
| Assess the needs of patients with common communicable and non-communicable diseases. | 4- |
| Describe nursing management of common communicable and non-communicable diseases. | 5- |
| Apply nursing intervention to individuals, families, and communities including primary, secondary and tertiary levels of prevention. | 6- |
| Performs communication and counseling skills to deliver complete and effective care individuals, families, and communities. | 7- |
| Apply community health role to providing promotive, preventive, curative and restorative health services to individuals, families, and communities | 8- |
| Communicates effectively with individuals, families, and communities. | 9- |
| Cooperate effectively with other community resources to provide complete and effective care. | 10- |
| Formulates specific nursing care plan for each common communicable, non-communicable diseases and other health problems. | 11- |
| Build and maintain report and notify authorities as appropriate. | 12- |
| Analyze the principles and assessment techniques for immunization and home visit. | 13- |
| Maintain primary care in health center. | 14- |

LXV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:	
a1-	Define concepts, principles of community health.
a2-	Delineate the epidemiology of common communicable and non-communicable diseases.
a3-	Mention the aspects of environmental health.

(B) Intellectual Skills

After participating in the course, students would be able to:	
b1-	Formulate the family health and home management.
b2-	Distinguish between different levels of preventive care

(C) Professional and Practical Skills

After participating in the course, students would be able to:	
c1-	Perform appropriate measurement care for the individual and family.
c2-	Apply nursing intervention skills to deliver complete and effective care individuals, families, and communities.
c3-	Provide primary care intervention to individuals, families, and communities in health center.

(D) General and Transferable Skills

After participating in the course, students would be able to:	
d1-	Act as a member of a team work.
d2-	Communicate and respond properly when solving public problems

LXVI. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Introduction to community health nursing	<ul style="list-style-type: none"> ▪ Definition of Community , Health, Community Health and Community Health Nursing ▪ Historical development of Community health nursing ▪ Factors essential for optimal Community health ▪ Factors affecting the health of any community ▪ Objectives of Community health nursing ▪ Characteristics Community health nursing ▪ Role of the community health nurse <p style="text-align: center;">Community health problems</p>	1	3

2	Primary health care	<ul style="list-style-type: none"> ▪ Concepts and elements of PHC ▪ Importance of PHC ▪ Principles of PHC ▪ Role of the nurse on the PHC team ▪ The essential drug list 	1	3
3	Reproductive health	<ul style="list-style-type: none"> ▪ Définition ▪ Objective ▪ Components ▪ Maternal care : <ul style="list-style-type: none"> - Natal, antenatal and post natal care Family planning : definition, objectives and methods of family planning 	2	6
4	Expended program on imunization in Yemen	<ul style="list-style-type: none"> ▪ Definition ▪ Immunity ▪ Expended program on immunisation in Yemen : <ul style="list-style-type: none"> - Immunisation of neonatal in Yemen - Immunisation of reproductive agefemales in Yemen Contraindication of vaccination 	1	2
5	School health program	<ul style="list-style-type: none"> Definition <input type="checkbox"/> Components of School health program <input type="checkbox"/> Health education in the school <input type="checkbox"/> Growth monitoring in the school <input type="checkbox"/> Assessment of students' health status and identification of health problems (case finding) <input type="checkbox"/> Case referral <input type="checkbox"/> First aid in the school <input type="checkbox"/> Nature of growth and development of the school-aged child <input type="checkbox"/> Needs and problems common to the school-aged child <input type="checkbox"/> Role of the nurse in the school health program <input type="checkbox"/> Development and implementation of nursing care plans specific to the school-aged child <input type="checkbox"/> School environment <input type="checkbox"/> 	1	2

6	Midterm exam	•	1	2
	Environmental health	<ul style="list-style-type: none"> ▪ Introduction ▪ Concepts related to environmental health ▪ Components of environment <ul style="list-style-type: none"> - Physical - Biological - Social ▪ Major global environmental concerns and hazards associated with them ▪ Major environmental problems ▪ Effect of environmental hazards on people's health ▪ Strategies for nursing action in promoting environmental health ▪ Water <ul style="list-style-type: none"> ○ Introduction ○ Purposes of water ○ Requirement of water ○ Safe and wholesome water (Characteristicsof clean water) ○ Sources of water supply <ul style="list-style-type: none"> - Rain water - Surface water - Ground water ○ Water pollution: <ul style="list-style-type: none"> - Sources of water pollution - Hazard of Water pollution: <ul style="list-style-type: none"> • Biological hazards:- <ol style="list-style-type: none"> 5. water borne diseases 6. Water-based disease 7. Water-washed diseases 8. Water-breeding diseases • Chemical hazards • Purification of water ○ Purification of water on a large scales <ul style="list-style-type: none"> Storage - Filtration - Disinfection - 		
7			2	6

		<ul style="list-style-type: none"> Purification of water on a small scales ○ Boiling - Chemical - Domestic - Refuse disposal: □ Types - Hazards of waste - Methods of refuse disposal - 		
8	Occupational health and safety	<ul style="list-style-type: none"> Aims □ Hazards and problems □ Role of the nurse in occupational health □ The development, implementation, and evaluation of work-site nursing care □ Protective measures and devices □ 	1	3
9	Levels of prevention	<ul style="list-style-type: none"> Definition of Prevention • There are three levels of prevention:- • 1. Primary prevention • Definition • The aim • The primary preventive efforts include:- • Health Promotion:- 1. • Health education • Environmental modifications • Nutritional intervention • Life style and behavioral changes. • 2. Health Protection 	1	1
10	Epidemiology and nursing	<ul style="list-style-type: none"> ▪ Magnitude of communicable disease in Yemen, both general and specific ▪ General and specific factors associated with communicable diseases ▪ Epidemiology of: <ul style="list-style-type: none"> ○ Tuberculosis ○ Malaria ○ Schistosomiasis ○ Dengue Fever ○ Rabies ▪ Prevention and control of communicable diseases Nursing care for community/family members with common communicable diseases 	4	10

11	Epidemiology and nursing management of non-communicable diseases	<p>Overview of key chronic diseases in Yemen <input type="checkbox"/></p> <p>Epidemiology of: <input type="checkbox"/></p> <p>Diabetes <input type="checkbox"/></p> <p>Malnutrition <input type="checkbox"/></p> <p>Accident <input type="checkbox"/></p> <p>Cancer <input type="checkbox"/></p> <p>Factors affecting the prevalence and incidence of key chronic diseases <input type="checkbox"/></p> <p>Problems affecting the quality of life of individuals and families that are associated with key chronic diseases <input type="checkbox"/></p> <p>Role of nurses in prevention of chronic diseases <input type="checkbox"/></p> <p>Importance of home visiting <input type="checkbox"/></p> <p>Advantages and disadvantages of home visiting <input type="checkbox"/></p> <p>Special at-risk families <input type="checkbox"/></p> <p>Basic principles of home visiting <input type="checkbox"/></p> <p>Techniques of home visiting <input type="checkbox"/></p> <p>The community health nurse's responsibilities in home visiting <input type="checkbox"/></p> <p>Steps in conducting a home visit according to the nursing process: <input type="checkbox"/></p> <p>Assess the health status of the family and each member <input type="checkbox"/></p> <p>Assess the nutritional status of the family and each member <input type="checkbox"/></p> <p>Assess the mental and psycho-social health status of the family and each member <input type="checkbox"/></p> <p>Assess age-specific issues of growth and development of each family member <input type="checkbox"/></p> <p>Assess environmental sanitation of the home <input type="checkbox"/></p> <p>Assess health and community resources utilized by the family and gaps in support <input type="checkbox"/></p>	2	6
12	Home visit	<p><input type="checkbox"/> Importance of home visiting</p> <p><input type="checkbox"/> Advantages and disadvantages of home visiting</p> <p><input type="checkbox"/> Special at-risk families</p> <p><input type="checkbox"/> Basic principles of home visiting</p>	1	3

		<input type="checkbox"/> Techniques of home visiting <input type="checkbox"/> The community health nurse's responsibilities in home visiting <input type="checkbox"/> Steps in conducting a home visit according to the nursing process: <input type="checkbox"/> Assess the health status of the family and each member <input type="checkbox"/> Assess the nutritional status of the family and each member <input type="checkbox"/> Assess the mental and psycho-social health status of the family and each member <input type="checkbox"/> Assess age-specific issues of growth and development of each family member		
13	Final Theoretical Exam	MCQs and essay questions		
Number of Weeks /and Units per Semester			16	32

b - Practical Aspect			
Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	<ul style="list-style-type: none"> ▪ Organize and conduct clinics- antenatal, post natal ▪ Provide family welfare services: <ul style="list-style-type: none"> ○ History taking ○ Perform simple lab tests at centre- blood for Hemoglobin and sugar, urine for albumin and sugar insertion of IUD ○ Counsel and teach individual, family and community <ul style="list-style-type: none"> - Nutrition - Hygiene - Self health monitoring - Seeking health services - Healthy life style - Family welfare methods - Health promotion ▪ Immunization; Administer vaccines and medications Apply family planning 	7	100
2	<ul style="list-style-type: none"> ▪ School Health programme <ul style="list-style-type: none"> - Assessment and Physical examination of school health children 	5	65

	Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, Infectious disease programme.		
3	Final exam	1	15
Number of Weeks /and Units Per Semester		13	180

LXVII. Teaching strategies of the course

- | | |
|------------------------------|----|
| Lecture - Discussion | 1. |
| Demonstration | 2. |
| Student Presentations | 3. |
| Brainstorming | 4. |
| Practice session | 5. |
| Case discussions | 6. |
| Supervised clinical practice | 7. |

LXVIII. Assessment Methods of the Course:

LXIX. Assignments:

No.	Assignments	Week due	Mark
1	Community survey report-I <input type="checkbox"/>	1-4	6
	Family care study- I <input type="checkbox"/>		
	Project-I <input type="checkbox"/>		
	Health talk-I <input type="checkbox"/>		
	Case book recording <input type="checkbox"/>		
2	School survey report <input type="checkbox"/>	5-7	4
	Case study- 1 <input type="checkbox"/>		
	Care plan -2 <input type="checkbox"/>		
	Clinical presentation 1 <input type="checkbox"/>		
Total			10

LXX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part				
No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Quizzes	5th and 12th	10	10%

		week		
2	Midterm Exam	7th or 8th week	20	20%
3	Final Exam	16th-17th week	70	70%
Total			100	100%
Assessment of Practical Part				
1	Assignments	1st and 15th week	30	30%
2	Practical Exam	16th-17th week	70	70%
Total			100	100%

LXXI. Learning Resources:

18- Required Textbook(s) (maximum two)

- | | |
|--|----|
| K.Park (2007). Preventive and Social Medicine , Bannott Publishers | 1. |
| Allender (2009). Community Health Nursing, LWW | 2. |

19- Essential References

- | |
|--|
| 1. Stanhope (2008). Community Health Nursing,2008,Elsevier |
| 2. Anderson (2009). Community as Partner,2009,LWW |
| Deim(2006). Community Health Projects,2006,Lippincott |

20- Electronic Materials and Web Sites, etc.

- | |
|---|
| 1. www.CDC.com |
| 2. www.Pubmed.com |
| 3. www.nursing center.com |
| 4. www.edul.elu.eg |

XII. 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.

Faculty of Medical Science

Department of.....

Bachelor of ...

Nursing Education

Course Specification of Dental Morphology 1
Course No.()

2021/2022



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2017.

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Prepared by:

Reviewed by:

Quality Assurance

Dean:

Dr. Dr. Nada Ahmed Ismail

Dr. taha A.alazeez



الجامعة الوطنية
NU

XIX. Course Identification and General Information:					
1	Course Title:	Nursing Education			
2	Course Number & Code:				
3	Credit hours:	C.H			Total
		Th.	Pr.	Tr.	
		2			
4	Study level/ semester at which this course is offered:	Fourth year/second semester			
5	Prerequisites:	None			
6	Co –requisite:	None			
7	Program (s) in which the course is offered:	Nursing			
8	Language of teaching the course:	English			
9	Study System:	Regular (semester)			
10	Location of teaching the course:	University Campus			
11	Prepared by:	Associated. Pro. Dr. Nada Ahmed Ismail			
12	Date of Approval				

CLXX. Course Description:

The course provides the students with the essential knowledge, practice and attitude related to innovative nursing education using latest information and technology in nursing education that will enable nursing student to participate effectively in nursing education.

LXXI. Outcomes of the Course

5. To conceptualize the teaching process with emphasis on different teaching meths
6. Describe the nature and extent of teaching as nursing activities
7. Identify the conditions which assist human beings to learn
8. Identify a rang of teaching techniques and aids suitable for health teaching

LXXII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.			
PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1-	Define essential terms in nursing education
A2	Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	a2-	Recognize factors that affecting on teaching
A3	Describes communicable and noncommunicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.	a3-	Name various types of traditional and innovative teaching methods
A4	describes the etiology, clinical picture, diagnosis and complications of common and life-threatening problems in different age groups.	a4-	Describe the different types of teaching evaluation

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:			
CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> ▪ Interactive Lecture, seminars, and discussion 	Quizzes, written exam (MCQs)/ essay questions, assignments and participation, Attendance
a1-	Define essential terms in nursing education		
a2-	Recognize factors that affecting on teaching		
a3-	Name various types of traditional and innovative teaching methods		
a4-	Describe the different types of teaching evaluation		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity	b1-	Compare between formative and summative evaluation that using in

	of health conditions, and the lifelong differences in all health care facilities.		nursing education
B1	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2-	Design intended learning objective correctly regarding 3 domains of learning
B3	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	b3-	Differentiate between education, learning and teaching
B4		b4-	Select an appropriate learning theory according to educational objectives, teaching methods and teaching materials

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Compare between formative and summative evaluation that using in nursing education	Small group activities, problem based learning, and discussion	<ul style="list-style-type: none"> ▪ Written exam ▪ Oral examination assignments, interpretative exercises
b2-	Design intended learning objective correctly regarding 3 domains of learning		
b3-	Differentiate between education, learning and teaching		
b4-	Select an appropriate learning theory according to educational objectives, teaching methods and teaching materials		

(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
C1	practices practical nursing to provide safe	c1-	Formulate lesson plan correctly using

	and effective care to various individuals using appropriate technology.		principles of learning
C2	Apply professional nursing theories and concepts.	c2-	Search efficiently for information using documented and electronic sources of information.
C3	Uses evidence to provide rationales for nursing interventions.	c3-	Present and report his/her works correctly using appropriate writing rules and technologies media.
C4	efficiently implements the comprehensive health care plan to enhance the health of the individual and the community.		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
c1-	Formulate lesson plan correctly using principles of learning	<ul style="list-style-type: none"> ▪ feed-back learning, ▪ Group-project, ▪ role play 	<ul style="list-style-type: none"> ▪ written exam, ▪ attendance, ▪ assignment ▪ reporting
c2-	Search efficiently for information using documented and electronic sources of information.		
c3-	Present and report his/her works correctly using appropriate writing rules and technologies media.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills

PILOs in general and transferable skills		CILOs in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1	Integrates ethical, legal and professional standards into nursing practice	d1-	Demonstrate responsibility in using information and communication technology
D2	efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d2-	Show respect to life.
D3	works as a one of team and manages time efficiently.	d3-	Demonstrate the ability of time management and self-learning.

D4	Evaluates and solves problems and takes appropriate decisions when needed.	d4-	Share successfully in team-work.
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.		
D6	Participate in planning primary health programs		

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
d1-	Demonstrate responsibility in using information and communication technology	<ul style="list-style-type: none"> ▪ Feed-back learning ▪ Lecture ▪ small group work, ▪ discussions, Audio- visual material	<ul style="list-style-type: none"> ▪ Assignments ▪ Written exam , Attendance ▪ Reports, presentations, and direct observation
d2-	Show respect to life.		
d3-	Demonstrate the ability of time management and self-learning.		
d4-	Share successfully in team-work.		

III. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction to nursing education, Teaching	a1, , b2, b3, d2	Introduction to nursing education, importance of nursing education for the nurse and his/her society	1	2
2	Domain of learning	a1, , b2, b3, d2	Education, teaching and learning. Characteristics of each, 3 domains of learning	1	2
3	learning, Principles of teaching,	a1, , b2, b3, d2	Principles of teaching: educational process (learner, teacher, content and environment)	1	2
4	Characteristics of teacher	a1, , b2, b3,d2	Personal and professional characteristics of good teacher	1	2
5	Learning theories,	a1,a2,a3,a4	Different types of learning	2	4

			theories (behaviourism, socialism, Gestalt, sensory... etc.)		
6	methods of teaching,	a1,a2,a3,a4	Traditional and innovative methods of teaching (lecture, discussion, role play, demonstration... etc.)	1	2
7	teaching materials	a1,a2,a3,a4	Teaching materials (projected and non projected, printed and audio materials)	1	2
8	Mid-Term Theoretical Exam	a1,a2,a3,a4	...	1	2
9	Visual aids,	a2, a3, b1, b2, b3, d2	Visual aids (projector, videoconference, e-learning, e-portfolio... etc.)	1	2
10	new trends in teaching,	a2, a3, , b1, b2, b3, d2	New trends in teaching (problem-based learning, games, question banks, cooperative learning, self-directed learning... etc.)	2	4
11	mass media,	a2, a3, , b1, b2, b3, b4, d2	Mass media (TV programs, radio broadcast, press etc.)	1	2
12	evaluation in teaching	a2, a3, , b1, b2, b3, d2	Evaluation in teaching (formative and summative evaluation, short answer and long answer questions, oral exam, quizzes and practical exam)	1	2
13	Students project presentation		discussion session.		
14					
15					
16	Final exam	a1,a2,a3,a4 ,b1,b2,b3		1	2
Number of Weeks /and Units per Semester					

b - Practical Aspect (none)				
Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1				

2				
3				
4				
5				
6				
7				
8				
9				
10				

VI. Teaching strategies of the course

- Lecture
- Feed-back learning
- Group projects

LXXVIII. Assessment Methods of the Course:

- Written exam ,
- Attendance,
- Quizzes
- Assignments

LXXIX. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Individual: every student will prepare lesson plan for a lecture and present his/her work in the class	13	6	c2, c3, d3
	Group: students enrolled in team works to solve specific problems in nursing education	14	4	b2, c2, c3, d1, d3
Total			10	

LXXX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Attendance	1 - 15	5	5%	a2, a3, a4, b1, b2, b3, b4, b5, c1, d2
2	Assignments (1 + 2)	4, 14	5	10%	b2, c2, c3, d1, d3
3	Quiz 1 + Quiz 2	7, 12	10	5%	b2, b3
	Mid-semester exam of theoretical part (written exam)	8	20	20%	a1, a4, b2, b3, b4, b5, c1, d2
	Final exam of theoretical part (written exam)	16	60	60%	a2, a3, a4, b1, b2, b3, b4, b5, c1, d2
			100	100%	
1					
2					
Total			30	30%	

LXXXI. Learning Resources:

77- Required Textbook(s) (maximum two)

- 8- Addrian E. Nurse Educator Manual. 2015. HCPro, Inc. USA
9- Marge Scherer, Keeping Good Teacher, 20013, ASCD ~ ALEXANDRIA, VIRGINIA ~ USA

78- Essential References

Bloom, Effective Teaching Strategy, 2013, NY, USA

79- Electronic Materials and Web Sites, etc.

Websites:

www.en.wikipedia.org/www.hcmarketplace.com

LXXXII. Course Policies:

1	<p>Class Attendance: -absence from lectures and/or practical shall not exceed 25%. Students who exceed the 25% limit without a medical or emergency or emergency excuse acceptable to and approved by the dean of the college shall not be allowed to take the final exam and shall receive a mark of zero for the course</p>
2	<p style="text-align: right;">Tardiness: Students will be allowed to in the class if he/ she is late not more than 15 minutes with an</p>

	<p>acceptable excuse. If the student is late in attending the class for more than three times without excuse, he will be warned and will be asked to write undertaken for not repeating that, otherwise his guardian will be notified and he will miss classes and will be considered as failed.</p>
3	<p style="text-align: right;">Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> - Student will not be allowed to appear in the final exam if he/ she is late 30 minutes from the begging of the exam. - Student will not be allowed to leave the exam room until unless half of the examination time passed. - Using mobile phones is strictly prohibited in examination time and the student will be considered as failed if he did so. - If the student misses the final exam and unless he/she provides an accepted excuse he is eligible to take the exam as first attempt. - If the student misses the final exam, he will be considered as failed and if the repeated exam will be calculated as minimum of 50% - The student will be considered as failed if he broke the regulations and roles of the exam. <p>In the practical courses failing in either part is marked as failing in the course and student has to appear in the failing part and the marks will be given as the minimum mark.</p>
4	<p style="text-align: right;">Assignments & Projects:</p> <p>the student should submit the assignment or project on time. In late cases, student has to provide an acceptable and written excuse to the lecturer before he submitted the final marks to the department otherwise the student will not be given the marks of the project.</p>
5	<p style="text-align: right;">Cheating:</p> <ul style="list-style-type: none"> - Cheating in examinations or tests is prohibited which may be in the form of copying from another student or brining unauthorized materials into the exam room (e.g., crib notes, or cell phone) etc. - Midterm exam cheating results in given the student a mark of zero. - Cheating in the final exam will result in failing the student in that subject if he / she did not get benefits in that subject, if he/ she gets benefits, he/ she will be considered as failed in two courses. If the course exam is the last, he will be considered as failed in that course and the previous one. <p>If the student repeats cheating in a single examination period he will be discontinued for full academic year or permanently if he repeated cheating more than twice.</p>
6	<p style="text-align: right;">Plagiarism:</p> <ul style="list-style-type: none"> - "To plagiarize is to take ideas or words of another person & pass them off as one's own" - Plagiarism will results in losing the marks of assignment. <p>If the student personates at examination time both will be suspended for a full academic year.</p>
7	<p style="text-align: right;">Other policies:</p> <ul style="list-style-type: none"> - Using mobile or another electronic device of storing or transfer data in class during the lecture or the exam is forbidden.

- | | |
|---|--|
| - | Abnormal behavior is not acceptable and student will face punitive proceedings
Eating or drinking is strictly prohibited. |
|---|--|

XII. Course Policies:	
1	
2	Tardiness: class.
3	Exam Attendance/Punctuality:
4	Assignments & Projects:
5	Cheating:
6	Plagiarism:
7	Other policies:

Faculty of Medical Science

Department of Nursing

Faculty of Medical Science

Department of Nursing

Bachelor of Nursing

Course Description for Nursing Management & Leadership
Course No.()

2021/2022



This template of course specifications was prepared by CAQA, Yemen,
2017.

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Prepared by:

Dr

Reviewed by:

Dr.

Quality Assurance

Dean:



الجامعة الوطنية
NU

LXIV. Course Identification and General Information:						
1	Course Title:	Nursing Management & Leadership				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Pr.	Tr.	Seminar.	
		3	1	2	-	3
4	Study level/ semester at which this course is offered:	Level / 2 Semester4				
5	Prerequisites:	None				
6	Co –requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Medical Sciences Department of nursing				
8	Language of teaching the course:	Arabic - English				
9	Study System:	Credit Hour System				
10	Location of teaching the course:	The National University – Sana'a				
11	Prepared by:	Dr. Jameelah Yaqoob				
12	Date of Approval	2/20225/5				

LXXV. Course Description:

This course prepares the nursing students for both nursing leadership and nursing management roles with focus on their interactions with the health care team members in clinical settings. The course describes the concepts and principles relevant to the managerial functions (planning, organizing, staffing, directing and controlling as well as their application in different nursing situations). It also explores the elements of the management process, problem solving, critical thinking approach, quality management, change management strategies and their applications.

LXXVI. Outcomes of the Course

At the end of this course students will be able to explore the principles of
Nursing leadership and management plus required skills
Nurse leaders to work effectively in the Republic of Yemen for health care
organizations.

XXVII. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

Alignment of Course-Intended Learning Outcomes (CILOs) to Program-Intended Learning Outcomes (PILOs) in Knowledge and Understanding.

PILOs in knowledge and understanding		CILOs in knowledge and understanding	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
A1	knows medical terminology, principles and concepts of basic and applied sciences related to nursing.	a1-	Identify leadership and management theories and styles
A2	describes the etiology, clinical picture, diagnosis and omplications of common and life-threatening problems in different age groups	a2-	Describe aspects of clinical governance, responsibility, and accountability.
3A	. Explains the nurse's role in promoting health and preventing and restoring disease in the individual and society.	a3-	Recognize critical thinking and problem solving prosses
4A	Describes communicable and noncommunicable diseases and health problems and how to control and prevent them in order to promote health in the individual and society.	-4A	Describe change management strategies.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of knowledge and understanding to teaching and assessment methods:

CILOs in Knowledge and Understanding		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> Lecture style – brainstorming. PowerPoint presentations. Individual and group projects. Dialogue and 	<ul style="list-style-type: none"> Quarterly exams. Case analysis. Evaluate reports, research, costs and duties.
a1-	Identify leadership and management theories and styles		
a2-	Describe aspects of clinical governance, responsibility, and accountability.		

a3-	Recognize critical thinking and problem solving processes	<ul style="list-style-type: none"> discussion. self-education. Practical cases. solving problems. Cooperative Learning, 	<ul style="list-style-type: none"> The final test. Working groups. evaluation Final practical.
-4A	Describe change management strategies.		

(B) Intellectual Skills

Alignment of Course CILOs to PILOs in intellectual skills:

PILOs in intellectual skills		CILOs of intellectual skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
B1	Designs comprehensive patient care programs that reflect an understanding of the continuity of health conditions, and the lifelong differences in all health care facilities.	b1-	Employ leadership skills in patient care delivery by promoting health and appropriate culturally sensitive practice.
2B	Integrates the cultural beliefs, values, and health care practices of individuals and families, and patient preferences into care plans.	b2-	Demonstrate leadership behaviors throughout collaboration, communication with other health care team.
3B	Independently identifies and evaluates evidence-based clinical problems and develops appropriate nursing interventions for them.	-3b	Demonstrate management skills in planning, organizing, staffing, directing, and controlling.

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of intellectual skills to teaching methods and assessment methods:

CILOs in intellectual skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
b1-	Employ leadership skills in patient care delivery by promoting health and appropriate culturally sensitive practice.	<ul style="list-style-type: none"> Lecture style – brainstorming. PowerPoint presentations. Individual and group projects. Dialogue and discussion. 	<ul style="list-style-type: none"> Quarterly exams. Case analysis. Evaluate reports, research, costs and duties. The final test. Working
b2-	Demonstrate leadership behaviors throughout collaboration, communication with other health care team.		

b3-	Demonstrate management skills in planning, organizing, staffing, directing, and controlling.	<ul style="list-style-type: none"> • self-education. • Practical cases. • solving problems. • Cooperative Learning, 	<ul style="list-style-type: none"> groups. •evaluation Final practical.
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(C) Professional and Practical Skills

Alignment of CILOs to PILOs in professional and practical skills

PILOs in professional and practical skills		CILOs in professional and practical skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
1C	practices practical nursing to provide safe and effective care to various individuals using appropriate technology.	c1-	Integrate critical thinking skills to knowledge and technology that are used to support patient care delivery and enhance nursing practice.
C2	Apply professional nursing theories and concepts.	c2-	Employ leadership skills in patient care delivery by promoting health and appropriate culturally sensitive practice.
3C	Uses evidence to provide rationales for nursing interventions.	c3-	The students are expected to define different terms, to identify specific leadership and management method and how to manage them.
C4	efficiently implements the comprehensive health care plan to enhance the health of the individual and the community	-4C	Learn the distribution of nursing staff and learn how to calculate work distribution schedules equally

Teaching and Assessment Methods for Achieving Learning Outcomes

Alignment of learning outcomes of professional and practical skills to teaching and assessment methods:

CILOs in professional and practical skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:		<ul style="list-style-type: none"> • Lecture style – brainstorming. • PowerPoint presentations. • Individual and group 	<ul style="list-style-type: none"> • Quarterly exams. • Case analysis. • Evaluate reports, research, costs and duties.
c1-	Integrate critical thinking skills to knowledge and technology that are used to support patient care delivery		

	and enhance nursing practice.	<ul style="list-style-type: none"> • Dialogue and discussion. • self-education. • Practical cases. • solving problems. • Cooperative Learning, 	<ul style="list-style-type: none"> • The final test. • Working groups. • evaluation Final practical.
c2-	Employ leadership skills in patient care delivery by promoting health and appropriate culturally sensitive practice.		
c3-	The students are expected to define different terms, to identify specific leadership and management method and how to manage them.		
-4C	Learn the distribution of nursing staff and learn how to calculate work distribution schedules equally.		

(D) General and Transferable Skills

Alignment of course intended-learning outcomes (CILOs) to program-intended learning outcomes (PILOs) in general and transferable skills			
PILOs in general and transferable skills		CILOs) in general and transferable skills	
After completing this program, students would be able to:		After participating in the course, students would be able to:	
D1	Integrates ethical, legal and professional standards into nursing practice.	d1-	Nursing job requires skill that selection should be done according to standards.
D2	efficiently uses information technology to collect, analyze and interpret information required in the field of specialization.	d2-	Training students on how to prepare reports and record well. Each organization must have a well-defined organizational chart to avoid work overlapping that each nurses should understand.
D3	works as a one of team and manages time efficiently.	d3-	Physicians and staff use appropriate communication skills.
D4	Evaluates and solves problems and takes appropriate decisions when needed.	d4-	Develop critical thinking to be more creative in solving problems.
D5	Uses effective communication strategies to actively participate as a member of the healthcare team.	d5-	Effective communication with members of the organization to promote good interpersonal relations.
D6	Participate in planning primary health programs.	d6-	Every organization should have a well-defined organizational chart to avoid overlapping work which every nurse

CILOs in general and transferable skills		Teaching strategies/methods	Methods of assessment
After participating in the course, students would be able to:			
d1-	Nursing job requires skill that selection should be done according to standards.	<ul style="list-style-type: none"> • Lecture style – brainstorming. • PowerPoint presentations. • Individual and group projects. • Dialogue and discussion. • self-education. • Practical cases. • solving problems. • Cooperative Learning, 	<ul style="list-style-type: none"> • Quarterly exams. • Case analysis. • Evaluate reports, research, costs and duties. • The final test. • Working groups. • evaluation Final practical.
d2-	Training students on how to prepare reports and record well. Each organization must have a well-defined organizational chart to avoid work overlapping that each nurses should understand.		
d3-	Physicians and staff use appropriate communication skills.		
d4-	Develop critical thinking to be more creative in solving problems.		
d5-	Effective communication with members of the organization to promote good interpersonal relations.		
d6-	Every organization should have a well-defined organizational chart to avoid overlapping work which every nurse has to understand.		

III. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs	Sub-topic List	No. of weeks	Contact hours
1	Introduction and course orientation	a1,a2,a3,b1,d1	- Leadership style in Nursing	1st week	2
2	Leadership and management definitions and principles. Leadership	a1,b1,b2,b3,c1,d1	- Theories. - Traits. - Skills. - Styles.	2 nd week	2

3	.Management	a3, ,b1,b2,b3,c 1,c2,d1	- Management Definition - Accountability. - Authority. - ManagementNursing.	3 rd week	2
4	Management Functions	a1, ,b1,b2,b3,c 1,d1	- Planning. - Organizing. - Staffing. - Directing. - Censorship.	4 th week	2
5	.Time Management	a3,b1,b2,b3 ,d1,d3	- Building and Leading Teams. - Facilitating Problem. - -Solving and Decision- Making in teams.Effectiv. -	5 th week	2
6	Mid-Term Theoretical Exam	a1,a2,a3,b 1,b2,b3,c1 ,c2,d1	2	6 th week	2
7	Effective Communication in Leadership and :Management Roles	a1,a2,a3,b1 ,b2,b3,c1,c 2,d1	- Define Communication - communication elements. - Principles of Communication - Barriers of Communication - Methods of Communication. - Communication in Leadership and Management Roles.	7 th week	2
8	:organizational structures	a3,b1,b4,c1 ,c2,c3,d2,d 3,d4	- Types of Organizational Structure. - Organizational Structure of the Nursing Department. - Job description in nursing administration.	8 th week	2
9	Health Quality :Management	b1,b4,c3,c4 ,d2,d3,d4	- Quality Management. - Continuous improvement of health service. - components of quality	9th week	2

			management.		
01	:Risk Management	a1,a2,a3,b1 ,b2,b3,c1,c 2,d1	- Identification and classification of risks in health facilities. - The role of nursing in risk management.	10th week	2
11	Basic Skills in Nursing :Administration	b1,b4,c3,c4 ,d2,d3,d4	- critical thinking. - Decision making. - solving problems.	11th week	2
21	health resource :management	a1,b1,b4,c1 ,c2,c3,c4,d 2,d3,d4	- Selection, appointment and distribution of nursing staff. - Stimulus. - Training and. qualification - Absence Management and rotate career path career path and maintain the staff.	12th week	2
31	:Nursing stress management	a3,b1,b2,b3 ,d1,d3	- nature of work stress. - Causes of work stress. - Ways to deal with work stress.	13th week	2
14	Final Theoretical Exam	All course learning outcome	MCQs and essay questions	14th week	26
Number of Weeks /and Units per Semester					

b - Practical Aspect

Order	Tasks/ Experiments	CILOs (symbols)	Number of Weeks	Contact Hours
1	- Apply of The Head Nurse Role (scheduling, Staffing, models nursing care delivery and shift report).		2 nd week 3 rd week	2
2	- Apply of The Head Nurse/Charge nurse Role (Leader) (all delegated duets).		4 th week	2

3	- Apply of The Supervisor Role (Incident Report).		5 th week	2
4	- Apply of the director Role. (Application of Decision Making, organizational structure and all communication chanel.		6 th week	2
5	- Application of all roles in areas related to TQM, educational affairs, and infection control).		7 th week	2
6	- Application of Leadership styles and managerial process.		8th week 9th week	4
7	- Students Activities <ul style="list-style-type: none"> • Management of absenteeism and turnover. • Staff development. • Crises management. • Patient safety. • Motivation. • Nursing image and satisfaction. • Effective Global Leadership. • Management of multicultural organization (diversity). 		10th week 11th week	4
8	- evaluation Final practical.		12th week	2
9	- Final Exam		13th week.	20

VI. Teaching strategies of the course

- Lecture style brainstorming.
- Presentations (PowerPoint).
- Individual and group projects.
- Dialogue and discussion.
- Self-education.
- Homework's.
- Practical cases problem solving.

- Field visits.
- writing reports.

LXXXIII. Teaching Strategies of the Course:

- Quarterly exams.
- case analysis.
- Evaluate reports, research, costs and duties.
- The final test.
- Group discussion calendar.
- personal note.
- An ongoing discussion.
- evaluation Final practical.

LXXXIV. Assignments:

No.	Assignments	Week due	Mark	Aligned CILOs (symbols)
1	Homework.	the first	5	b1, b4, c1,c2,c3,c4,d2,d3,d4
2	Student presentation of a topic.	the third	5	A1,b1,b4,c1,c2,c3,c4,d2,d3,d4
3	Reports or Articles/ Research.	Fifth	5	a1, b1,b4,c1,c2,c3,c4,d2,d3,d4
4	Interactive dialogue and participation in the hall.	eleventh	5	a3, b1,b2,b3,c1,c2,d1,
5	midterm written exam.	6th week	20	a1,a2,a3,a7,b1,b2,b3,c1,c2,d1
6	theoretical final exam.	end of chapter (sixteen)	60	All course outcomes
Total			100	

LXXXV. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part					
No.	Assessment method	Week due	Mark	Proportion of final assessment	CILOs
1	Semester activities	All weeks	02	40%	a4, b1, b4,c1,c2,c3,c4,d2,d3,d4,
2	Midterm Exam	W 6	20	20%	a2, a3, a4,b1,b2,b3,c1,c2,d1,
3	Final Exam	end of chapter	60	60%	All course outcomes
			100	100%	
Assessment of Practical Part					
1	Assessment	All weeks	20	20%	
2	Practical Exam	13th week	30	30%	All course outcomes
Total			30	50%	

LXXXVI. Learning Resources:

80- Required Textbook(s) (maximum two)

- Finkelman, A. (2019). Leadership and management for nurses: core Boston: Pearson.
- Rigolosi, E. L. (2020). Management and leadership in nursing an experiential approach (3rd ed.). New York: Springer.
- Sullivan, Decker (2019): Effective Leadership and Management in Nursing..
- Marqui, B &Huston , C ,(2019):Leadership Roles and Management Application, Wolters Kluwer Health. 8th. Ed., / Lippincott.
- Roussel, L.,Thomas, P.L., & Harris, J.L. (2018). Management and Leadership for Nurse Administrators, MA: Jones & Bartlett.

81- Essential References

- Castle, B.W. & Shapiro, S.E. (2019). Accountable care units: A disruptive innovation in acute care delivery. Nursing Administration Quarterly, 40(1), 14-23.

82- Electronic Materials and Web Sites, etc.

- Cochrane database of systematic reviews.

Scientific journals and periodicals.

LXXXVII. Course Policies:

- 1 | Class Attendance:

	<p>- Commitment to the specified dates for the beginning and end of the lectures, regular attendance, and the necessity of attending (75%) of the course hours.</p> <ul style="list-style-type: none"> - If the student's absence exceeds (25%) of the course hours, he is considered deprived in the course. Unless his absence was due to illness or a compelling excuse accepted by the Dean of the College, and according to official and baptized documents.
2	<p style="text-align: right;">Tardiness:</p> <ul style="list-style-type: none"> - The student shall attend the lectures and participate in the discussion of the course topics in a timely manner. - A late student is allowed to enter the lecture if he is late within a quarter of an hour only with an excuse accepted by the course professor. - A student who is frequently late for a lecture without an acceptable excuse will be deducted from 10% to 20% of the attendance mark. <p>A student who arrives late or leaves early will receive a 50% discount on attendance.</p>
3	<p style="text-align: right;">Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> - The student must arrive at the examination hall on time. - Not to be allowed to enter the test after more than a quarter of an hour has passed from the start of the test. - A student is not allowed to leave the exam hall after the questions are distributed until half the time for the exam has passed. - If the student is absent from the test with an acceptable excuse, the test is repeated in the second round with a full mark. <p>A student who misses the end-of-semester exam is considered to have failed in the subject in which he was absent.</p>
4	<p style="text-align: right;">Assignments & Projects:</p> <p style="text-align: center;">Timings: The student must adhere to the following:</p> <ul style="list-style-type: none"> - Deliver the duties on time exactly, and if he faces a problem in submitting the duties required of him, he should contact the course professor to agree with him on another date, and based on his teacher's instructions, he can modify and fix the other date. Connecting. - To provide a detailed presentation of the main steps and ideas included in the task. - If the student is late in submitting his duties on the date set for him after two weeks of delay, he will not be accepted unless the professor agrees to accept the delay, based on force majeure circumstances that are explained and written in writing. <p style="text-align: right;">Projects:</p> <p>A list of research project titles will be presented at the beginning of the semester and each team selects one of the titles presented to them. With the distribution of responsibility among them, ensuring the active participation of all team members, and each team must report on its topic and present it to the students.</p>

5	<p style="text-align: right;">Cheating:</p> <ul style="list-style-type: none">- Students adhere to the principles of academic integrity, which means that the student is honest with himself, his colleagues, and his professors.- Cheating will not be tolerated, which is: the student attempting to cheat by speaking or looking at someone else's paper or pointing or attempting to use any means of cheating.- Cheating or attempting to do so will result in the student failing the course.- A student who cheats in an exam shall be deprived of three subjects: the subject in which he was caught in flagrante delicto, the subject presented to him, and the subject that follows it. <p>If the student's cheating is repeated more than once in one elective course, the rule of expulsion from the study shall apply to him.</p>
6	<p style="text-align: right;">Plagiarism:</p> <ul style="list-style-type: none">- Plagiarism is defined as “copying or stealing someone else’s words or ideas and claiming that they were their own or presented as their own.”- Students must adhere to scientific honesty and the ethics of scientific research and not resort to cheating or stealing the work of others.- A student who transmits the ideas of others without documentation shall be denied a degree and be reprimanded for his act without defaming him in front of his colleagues.- A student who impersonates another student during the examination shall be subject to- the provisions of Article () paragraph () of the Unified Regulations for Student Affairs, which is “dismissal” by a decision of the competent authorities, and the same penalty shall be applied to the student whose identity has been impersonated for the same purpose.
7	<p style="text-align: right;">Other policies:</p> <ul style="list-style-type: none">- Among the duties, duties and rights of students are the following:- Tolerance and acceptance of different opinions during discussions and group work.- Commitment to the style of positive discussion and constructive dialogue with others.- Mobile phones are not allowed inside the lecture hall or during the exam period. <p>If the student behaves in an unacceptable manner, he is referred to the competent authorities to take the necessary measures with a report to that effect.</p>

Faculty of Medical Science

Department of

Bachelor of

Course Plan (Syllabus) of Nursing Management & Leadership

Course No. ()

2021/2022

I. Information about Faculty Member Responsible for the Course:

Name of Faculty Member:		Office Hours					
Location & Telephone No.:							
E-mail:		SAT	SUN	MON	TUE	WED	THU

LXXII. Course Identification and General Information:

1	Course Title:	Nursing Management & Leadership				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Th.	Th.	Th.	Th.	
		3	1	2	-	3
4	Study level/ semester at which this course is offered:	Level / 2 Semester4				
5	Prerequisites:	None				
6	Co-requisite:	None				
7	Program (s) in which the course is offered:	Bachelor of Medical Sciences Department of nursing				
8	Language of teaching the course:	Arabic - English				
9	Study System:	Credit Hour System				
10	Location of teaching the course:	The National University – Sana'a				
11	Prepared by:	Dr. Jameelah Yaqoob				
12	Date of Approval	2/20225/5				

LXXIII. Course Description:

This course prepares the nursing students for both nursing leadership and nursing management roles with focus on their interactions with the health care team members in clinical settings. The course describes the concepts and principles relevant to the managerial functions (planning, organizing, staffing, directing and controlling as well as their application in different nursing situations). It also explores the elements of the management process, problem solving, critical thinking approach, quality management, change management strategies and their applications.

LXXIV. Outcomes of the Course

At the end of this course students will be able to explore the principles of Nursing leadership and management plus required skills Nurse leaders to work effectively in the Republic of Yemen for health care organizations.

LXXV. Intended learning outcomes (ILOs) of the course

(A) Knowledge and Understanding:

After participating in the course, students would be able to:

- | | |
|-----|--|
| a1- | Identify leadership and management theories and styles. |
| a2- | Describe aspects of clinical governance, responsibility, and accountability. |
| a3- | Recognize critical thinking and problem solving processes. |
| -4a | Describe change management strategies. |

(B) Intellectual Skills

After participating in the course, students would be able to:

- | | |
|-----|--|
| b1- | Employ leadership skills in patient care delivery by promoting health and appropriate culturally sensitive practice. |
| b2- | Demonstrate leadership behaviors throughout collaboration, communication with other health care team. |
| b3- | Demonstrate management skills in planning, organizing, staffing, directing, and controlling. |

(C) Professional and Practical Skills

After participating in the course, students would be able to:

- | | |
|-----|---|
| c1- | Integrate critical thinking skills to knowledge and technology that are used to support |
|-----|---|

	patient care delivery and enhance nursing practice.
c2-	Employ leadership skills in patient care delivery by promoting health and appropriate culturally sensitive practice.
c3-	The students are expected to define different terms, to identify specific leadership and management method and how to manage them.
c4-	Learn the distribution of nursing staff and learn how to calculate work distribution schedules equally.

(D) General and Transferable Skills

After participating in the course, students would be able to:

d1-	Nursing job requires skill that selection should be done according to standards.
d2-	Training students on how to prepare reports and record well. Each organization must have a well-defined organizational chart to avoid work overlapping that each nurses should understand.
d3-	Physicians and staff use appropriate communication skills.
d4-	Develop critical thinking to be more creative in solving problems.
d5-	Effective communication with members of the organization to promote good interpersonal relations.
d6-	Every organization should have a well-defined organizational chart to avoid overlapping work which every nurse has to understand.

LXXVI. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	Sub-topic List	No. of weeks	Contact hours
1	Introduction and course orientation	- Leadership style in Nursing	1st week	2
2	Leadership and management definitions and principles. Leadership	- Theories. - Traits. - Skills. - Styles.	2 nd week	2
3	.Management	- Management Definition - Accountability. - Authority. - ManagementNursing.	3 rd week	2

4	Management Functions	<ul style="list-style-type: none"> - Planning. - Organizing. - Staffing. - Directing. - Censorship. 	4 th week	2
5	.Time Management	<ul style="list-style-type: none"> - Building and Leading Teams. - Facilitating Problem. - -Solving and Decision-Making in teams.Effectiv. - 	5 th week	2
6	Mid-Term Theoretical Exam	2	6 th week	2
7	Effective Communication in Leadership and Management :Roles	<ul style="list-style-type: none"> - Define Communication communication elements. - Principles of Communication - Barriers of Communication - Methods of Communication. - Communication in Leadership and Management Roles. 	7 th week	2
8	:organizational structures	<ul style="list-style-type: none"> - Types of Organizational Structure. - Organizational Structure of the Nursing Department. - Job description in nursing administration. 	8 th week	2
9	:Health Quality Management	<ul style="list-style-type: none"> - Quality Management. - Continuous improvement of health service. - components of quality management. 	9th week	2
10	:Risk Management	<ul style="list-style-type: none"> - Identification and classification of risks in health facilities. - The role of nursing in risk management. 	10th week	2
11	Basic Skills in Nursing :Administration	<ul style="list-style-type: none"> - critical thinking. - Decision making. - solving problems. 	11th week	2
12	:health resource management	<ul style="list-style-type: none"> - Selection, appointment and distribution of nursing staff. 	12th week	2

		- Stimulus. - Training and. qualification - Absence Management and rotate career path career path and maintain the staff.		
13	:Nursing stress management	- nature of work stress. - Causes of work stress. - Ways to deal with work stress.	13th week	2
14	Final Theoretical Exam	MCQs and essay questions	All course learning outcome.	14th week
Number of Weeks /and Units per Semester				

b - Practical Aspect

Order	Tasks/ Experiments	Number of Weeks	Contact Hours
1	Apply of The Head Nurse Role (scheduling, Staffing, models nursing care delivery and shift report).	2 nd week 3 rd week	2
2	Apply of The Head Nurse/Charge nurse Role (Leader) (all delegated duets).	4 th week	2
3	Apply of The Supervisor Role (Incident Report).	5 th week	2
4	Apply of the director Role. (Application of Decision Making, organizational structure and all communication chaneel.	6 th week	2
5	Application of all roles in areas related to TQM, educational affairs, and infection control).	7 th week	2
6	Application of Leadership styles and managerial process,	8 th week 9 th week	4
7	Students Activities • Management of absenteeism and turnover. • Staff development. • Crises management. • Patient safety. • Motivation.	10th week 11th week	4

	<ul style="list-style-type: none"> • Nursing image and satisfaction. • Effective Global Leadership. • Management of multicultural organization (diversity). 		
8	- evaluation Final practical.	12th week	2
9	Final Exam	13th week.	20

LXXVII. Teaching strategies of the course

- Lectures
- small group
- discussion

LXXVIII. Assessment Methods of the Course:

- Written Exam (midterm and Final written exam).

LXXIX. Assignments:

No.	Assignments	Week due	Mark
1	Homework.	the first	5
2	Student presentation of a topic.	the third	5
3	Reports or Articles/ Research.	Fifth	5
4	Interactive dialogue and participation in the hall.	eleventh	5
5	midterm written exam.	6 th week	20
6	theoretical final exam.	end of chapter (sixteen)	60
	Total		100

LXXX. Schedule of Assessment Tasks for Students During the Semester

Assessment of Theoretical Part

No.	Assessment method	Week due	Mark	Proportion of final assessment
1	Semester activities	All weeks	02	40%
2	Midterm Exam	W 6	20	20%
3	Final Exam	end of chapter	60	60%
4	Total		100	100%
Assessment of Practical Part				
1	Assessment Reports or Articles/ Research.	All weeks	20	20%
2	Practical Exam	13 th week	30	30%
	Total		30	50%

LXXXI. Learning Resources:

21- Required Textbook(s) (maximum two)

- Finkelman, A. (2019). Leadership and management for nurses: core Boston: Pearson.
- Rigolosi, E. L. (2020). Management and leadership in nursing an experiential approach (3rd ed.). New York: Springer.
- Sullivan, Decker (2019): Effective Leadership and Management in Nursing..
- Marqui, B &Huston , C ,(2019):Leadership Roles and Managment Application, Wolters Kluwer Health. 8th. Ed., / Lippincott.
- Roussel, L.,Thomas, P.L., & Harris, J.L. (2018). Management and Leadership for Nurse Administrators, MA: Jones & Bartlett.

22- Essential References

- Castle, B.W. & Shapiro, S.E. (2019). Accountable care units: A disruptive innovation in acute care delivery. Nursing Administration Quarterly, 40(1), 14-23.

23- Electronic Materials and Web Sites, etc.

- Cochrane database of systematic reviews.
- Scientific journals and periodicals.

XII. Course Policies:

1

Class Attendance:

- Commitment to the specified dates for the beginning and end of the lectures, regular attendance, and the necessity of attending (75%) of the course hours.
- If the student's absence exceeds (25%) of the course hours, he is considered deprived in the course. Unless his absence was due to illness or a compelling excuse accepted

	by the Dean of the College, and according to official and baptized documents.
2	<p>Tardiness:</p> <ul style="list-style-type: none"> - The student shall attend the lectures and participate in the discussion of the course topics in a timely manner. - A late student is allowed to enter the lecture if he is late within a quarter of an hour only with an excuse accepted by the course professor. - A student who is frequently late for a lecture without an acceptable excuse will be deducted from 10% to 20% of the attendance mark. - A student who arrives late or leaves early will receive a 50% discount on attendance.
3	<p>Exam Attendance/Punctuality:</p> <ul style="list-style-type: none"> - The student must arrive at the examination hall on time. - Not to be allowed to enter the test after more than a quarter of an hour has passed from the start of the test. - A student is not allowed to leave the exam hall after the questions are distributed until half the time for the exam has passed. - If the student is absent from the test with an acceptable excuse, the test is repeated in the second round with a full mark. - A student who misses the end-of-semester exam is considered to have failed in the subject in which he was absent.
4	<p>Assignments & Projects:</p> <p>Timings: The student must adhere to the following:</p> <ul style="list-style-type: none"> - Deliver the duties on time exactly, and if he faces a problem in submitting the duties required of him, he should contact the course professor to agree with him on another date, and based on his teacher's instructions, he can modify and fix the other date. - Connecting. - To provide a detailed presentation of the main steps and ideas included in the task. - If the student is late in submitting his duties on the date set for him after two weeks of delay, he will not be accepted unless the professor agrees to accept the delay, based on force majeure circumstances that are explained and written in writing. <p>Projects:</p> <ul style="list-style-type: none"> - A list of research project titles will be presented at the beginning of the semester and each team selects one of the titles presented to them. With the distribution of responsibility among them, ensuring the active participation of all team members, and each team must report on its topic and present it to the students.
5	<p>Cheating:</p> <ul style="list-style-type: none"> - Students adhere to the principles of academic integrity, which means that the student is honest with himself, his colleagues, and his professors. - Cheating will not be tolerated, which is: the student attempting to cheat by speaking or looking at someone else's paper or pointing or attempting to use any means of cheating.

	<ul style="list-style-type: none">- Cheating or attempting to do so will result in the student failing the course.- A student who cheats in an exam shall be deprived of three subjects: the subject in which he was caught in flagrante delicto, the subject presented to him, and the subject that follows it.- If the student's cheating is repeated more than once in one elective course, the rule of expulsion from the study shall apply to him.
6	<p>Plagiarism:</p> <ul style="list-style-type: none">- Plagiarism is defined as “copying or stealing someone else’s words or ideas and claiming that they were their own or presented as their own.”- Students must adhere to scientific honesty and the ethics of scientific research and not resort to cheating or stealing the work of others.- A student who transmits the ideas of others without documentation shall be denied a degree and be reprimanded for his act without defaming him in front of his colleagues.- A student who impersonates another student during the examination shall be subject to<ul style="list-style-type: none">- the provisions of Article () paragraph () of the Unified Regulations for Student Affairs, which is “dismissal” by a decision of the competent authorities, and the same penalty shall be applied to the student whose identity has been impersonated for the same purpose.
7	<p>Other policies:</p> <ul style="list-style-type: none">- Among the duties, duties and rights of students are the following:- Tolerance and acceptance of different opinions during discussions and group work.- Commitment to the style of positive discussion and constructive dialogue with others.- Mobile phones are not allowed inside the lecture hall or during the exam period.- If the student behaves in an unacceptable manner, he is referred to the competent authorities to take the necessary measures with a report to that effect.

Faculty of Medicine and Health Sciences

Department of Pharmacy

Bachelor of Pharm D

Course Specification of Graduation Project

Course No.(PHRD528)

2020/2021



This template of course specifications was prepared by CAQA, Yemen, 2017.

Prepared by: Prof. Ali Alkaf
Reviewed by: Dr. -----
Head of the Department:
Quality Assurance head
Dean:

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I. Course Identification and General Information:

1	Course Title:	Graduation Project			
2	Course Code & Number:	PHRD528			
3	Credit Hours:	Credit Hours	TheoryHours		/.Lab Practical Hours
			Lecture	Exercise	
		1	Through Research Work Period		
4	Study Level/ Semester at which this Course is offered:	Level 5/ Semester 2			
5	Pre –Requisite (if any):	Biostatistics& Research methodology			
6	Co –Requisite (if any):	None			
7	Program (s) in which the Course is Offered:	Bachelor of Pharm D			
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:	Faculty of Medicine &Health Sciences			
12	Prepared by:	Prof. Ali Alkaf			
13	Date of Approval:				

II. Course Description:

The course content is designed to improve students' knowledge and skills in order to use properly and efficiently quantitative and qualitative methods during conducting scientific graduation research work. This course will provide an overview of the important concepts of research design, data collection, statistical and interpretative analysis, and final report presentation.

III. Course Intended Learning Outcomes (CILOs) Upon successful completion of the course, students will be able to:		Referenced PILOs Learning out of program
A. Knowledge and Understanding:		
a.1	Define the types of research designs, their advantages, and drawbacks.	A 10, A12
a.2	Discuss the research tools and methods of data collection	A4, A10, A12
B. Intellectual Skills:		
b.1	Construct a research question, develop a hypothesis, and select the most appropriate research method, data collection tools for the question of interest, and data entry platform.	B 6, B8
b.2	Analysis evidence-based literature to answer question of interest.	B 8
C. Professional and Practical Skills:		
c.1	Use properly the most appropriate knowledge, techniques, and skills in preparing a research.	C3, C5, C7
c.2	Present written research work correctly and using data to make rationale clinical decisions	C8
D. Transferable Skills:		
d.1	Improve students skills of time management and self-learning during performing research works.	D2, D5
d.2	Communicate effectively and ethically with his/her colleagues	D1, D3

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

Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
a.1	Define the types of research designs, their advantages, and drawbacks.	<ul style="list-style-type: none"> - Weekly discussions - Self-reading articles - Textbooks 	Assignments
a.2	Discuss the research tools and methods of data collection	<ul style="list-style-type: none"> - Weekly discussions - Self-reading articles - Textbooks 	Assignments

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

Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
b.1	Construct a research question, develop a hypothesis, and select the most appropriate research method, data collection tools for the question of interest, and data entry platform.	<ul style="list-style-type: none"> - Weekly discussions - Self-reading articles - Feed-back learning - Textbooks 	Assignments and written report
b.2	Analysis evidence-based literature to answer question of interest.	<ul style="list-style-type: none"> - Weekly discussion - Self-reading articles - Textbooks 	Assignments and written report

(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
c.1	Use properly the most appropriate knowledge, techniques, and skills in preparing a research.	<ul style="list-style-type: none"> - Weekly discussions - Self-reading articles - Feed-back learning - Textbooks 	Oral presentation and written report
c.2	Present written research work correctly and using data to make rationale clinical	<ul style="list-style-type: none"> - Weekly discussions - Self-reading articles - Feed-back learning 	Oral presentation and written report

	decisions		
(D) Alignment of Course Intended Learning Outcomes (Transferable Skills) to Teaching Strategies and Assessment Methods:			
Course Intended Learning Outcomes		Teaching Strategies	Assessment Strategies
d. 1	Improve students skills of time management and self-learning during performing research works.	- Weekly discussions - Self-reading articles - Seminars	Oral presentation and written report
d. 2	Communicate effectively and ethically with his/her colleagues	- Weekly discussions - Self-reading articles - Seminar	Oral presentation

II. Topic Outline and Schedule:

This course has general framework and objectives. However, the timetable is both project- and instructor-dependent. The following timetable represents an example:

Order	Units/Topics List	Number of Weeks	Contact hours	Aligned CILOs
1	Introduction: Development of specific research question, literature search	Week 1	Week 1	a 1, a2
2	Study design and methodologies in clinical research, design of data collection tools	Week 2	Week 2	b 1, b2
3	Data collection and entry	Week 3-5	Week 3-5	c1, c2
4	Sample statistical analysis	Week 6	Week 6	b 1, b2
5	Written research project submission	Week 7	Week 7	a 1, a2, b1, b2, d1
6	Oral presentations	Week 8	Week 8	d 2

III. Teaching strategies of the course:

- Written research project
- Oral Discussions
- Feed-back learning
- Homework and assignments
- Oral Presentation

IV. Schedule of Assessment Tasks for Students During the Research Work:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Attitude and attendance	Week 1-8	5	5 %	a 1, a2, b1, b2, d, d2
2	Weekly discussions	Week 1-8	5	5 %	a 1, a2, b1, b2, d, d2
3	Final written research project	Week 12	20	20 %	a 1, a2, b1, b2, d1
4	Oral presentation (PPT)	Week 14	20	20 %	d 2
Total (Project supervisor Mark)			50	50 % (of Total)	

Each project will be assessed by a committee of three member as following:

Items	Weight
Project supervisor	50 %
Internal examiner : a member of the department teaching staff.	25 %
external examiner : a qualified external examiner from another university	25 %
Total	100

Assessment of the project by the project supervisor

Items	Mark
Attitude and attendance	5
Weekly discussions	5
Final written research project	20
Oral presentation	20
Total	50

Assessment of the project by the internal examiner

Items	Mark ¹
Research methodology	5
Research writing	10
Presentation	5
Discussion	5
Total	25

¹: The research project group will be assessed as one unit

Assessment of the project by the external examiner

Items	Mark ¹
Research methodology	5
Research writing	10
Presentation	5
Discussion	5
Total	25

¹: The research project group will be assessed as one unit

V. Learning Resources:

- Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher).

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

Variable

Essential References.

1. Hulley S. B., Cummings S. R., Browner W. S., et al. (2013). Designing Clinical Research Fourth Edition. Pennsylvania, USA: Lippincott Williams & Wilkins.
2. Friedman L. M., Furberg C.D., DeMets, D. L., (2010). Fundamentals of Clinical Trials Fourth edition. New York, USA. Springer.

Electronic Materials and Web Sites etc.

Selected Journal articles depending on the project

XXIX. Course Policies:

General Requirements:

Each 10 students group is assigned to do an experimentation research supervised by a supervisor of the department teaching staff or outside the college.

- 1
 - The title of research can be suggested by :
 - The supervisor
 - Or the students after supervisor evaluation and acceptance
 - The research subject must be approved by the college and the department of the university then by the setting of practicing research if outside of the university for patient care researches
 - Experiments are carried out in the college laboratories or outside the college if necessary.
 - The research is to be carried out with the period of the course study (8 weeks) and must be delivered to the department within that period.

2 Course Attendance:

Attendance is mandatory.

3 Other policies:

The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of preparing the research set by the Department, Faculty and University Administration.



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