

## T5. COURSE REPORT (CR) تقرير المقرر

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator. A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

## Course Report


For guidance on the completion of this template refer to the NCAAA handbooks.

Institution : Najran University	Date of CR:12/8/1438
College/ Department: College of Applied Medical Sciences- Radiological Sciences	

### A. Course Identification and General Information

1. Course title: Anatomy - 2		(204 ANAT-2)		Section:110	
2. Name of course instructor: Dr. Itedal Abdelraheem Mohamed Ahmed		Location: Girls campus			
3. Year and semester to which this report applies: 4th level 3rd year- second semester					
4. Number of students starting the course?		14		Students completing the course? 14	
5. Course components (actual total contact hours and credits per semester):					
	Lecture	Tutorial	Laboratory/ Studio	Practical	Other: Total
Contact Hours	14			28	42
Credit	14			14	28

### B. Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<b>Thorax:</b>  Introduction :Overview of the trunk and its different parts ; Thoracic Wall (sternum, ribs, costal cartilages, intercostal spaces and muscles, nerves	Contact hours suitable with topics of this course	12 hrs.	

<p>and vessels; diaphragm; accessory muscles of respiration; surface anatomy)</p> <ul style="list-style-type: none"> <li>The lung and pleura (basic structure of the pleura, trachea, bronchi, lobes and fissure, bronchopulmonary segments, blood supply and lymphatic drainage of the lung).</li> <li>The heart and mediastinum (structure and subdivisions of the mediastinum; pericardium- fibrous and serous- heart chambers, blood supply of the heart, valves, function; large vessels of the thorax, lymphatic of the thorax, esophagus)</li> </ul>			
<p><b>Abdomen:</b></p> <ul style="list-style-type: none"> <li>Peritoneum; surface anatomy and related lines and planes, liver, gallbladder, esophagus, stomach, small intestine, large intestine, pancreas, spleen, kidneys, suprarenal glands, Vessels of the abdomen.</li> <li>Pelvis (bony pelvis, vessels of the pelvis , genital organs ,sex differences of the pelvis).</li> <li>Pelvic cavity (sigmoid colon, rectum, urinary bladder, male internal genital organs, female internal genital organs.</li> </ul>		21 hrs.	
<ul style="list-style-type: none"> <li>Vertebral column</li> </ul>		6 hrs.	
<ul style="list-style-type: none"> <li>Head and neck</li> </ul>		3 hrs.	

## 2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action
None	None	

## 3. Course learning outcome assessment : قياس مخرجات تعلم المقرر

	List course learning outcomes قائمة بمخرجات تعلم المقرر	List methods of assessment for each LO طريقة التقييم لكل مخرج تعلم	Summary analysis of assessment results for each LO ملخص تحليل نتائج التقييم لكل مخرج تعلم
1	Anatomical terms of position and movement as used in the region of the trunk (including the vertebral column); names of different parts of the trunk and its constituent structures; names, general structure, and features of basic components of the trunk such as joints, bones, vessels, viscera.	Interactive lectures using powerful software simulations for all parts of the subject  Structured practical sessions for gross anatomy.	
2	The general plan and layout of the trunk (including the vertebral column), basic relation of their structure to function, and their relations to each other in a way that facilitates understanding of various disease states and injuries.	Tutorials integrated during practical sessions.  Presentations during tutorial sessions.  Formative quizzes at the end/beginning of each Tutorial session.	
3	The basis of radiological appearance of different body regions in different commonly used imaging modalities.		
4	Explain the basic pattern of the gross structure of the	Interactive lectures using	

5	<p>trunk and vertebral column.</p> <p>Apply his understanding of the trunk structure to solve simple problems of applied anatomy such as occluded blood supply, structure identification in simple imaging techniques, etc.</p>	<p>powerful software simulations for all parts of the subject</p> <p>Structured practical sessions for gross anatomy.</p> <p>Tutorials integrated during practical sessions.</p> <p>Presentations during tutorial sessions.</p> <p>Formative quizzes at the end/beginning of each practical session.</p>	
6	<p>Have the capacity of individual effective learning from reputable sources such as textbooks, references, journal articles, etc.</p> <p>Have improved and polished his English language usage.</p> <p>Have the capacity to consult various resources of knowledge in order to compile a presentation or written assignment.</p> <p>Have developed adequate and sound basic presentation skills that will come in handy during his further years of study and later on at work.</p> <p>Work dynamically as a team member and be effective in sharing ideas and engaging in</p>	<p>Interactive lectures using powerful software simulations for all parts of the subject</p> <p>Interactive practical sessions</p> <p>Weekly tutorials integrated during practical sessions during which students will take turn in presenting selected topics and answer questions from their peers as well as receiving feedback from them on their performance.</p> <p>Formative quizzes at the end/beginning of each practical session.</p> <p>Observation and guidance and feedback from the staff members during the various activities.</p>	

	<p>fruitful discussion.</p> <p>Behave in an ethical and respectable manner towards the staff, colleagues, and show respect towards the cadavers.</p>		
7	<p>Communicate fairly fluently via spoken and written English.</p> <p>Effectively use the computer, software applications related to the subject, World Wide Web, audiovisual aids during his study, presentations, assignments, etc.</p>	<p>Interactive lectures using powerful software simulations for all parts of the subject. The lecturer will encourage student participation to enhance concentration, gauge understanding, alleviate shyness from speaking in front of the class, etc.</p> <p>Discussions during practical sessions</p> <p>Tutorials and class discussions integrated during practical sessions.</p> <p>Presentations during tutorial sessions.</p>	
8	<p>Recognize different structures that make up the trunk using the naked eye and hand and be able to differentiate but them based on texture and relative appearance and position.</p>	<p>Practical sessions in gross anatomy.</p>	

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- ✚ Conduct a role-play strategy in order to help the students for understanding.
- ✚ Create a fun and effective learning atmosphere.
- ✚ Explain why this course is necessary and important
- ✚ Improve the students skills as thinking, working in groups , problem solving & communication skills .
- ✚ Provide the students more opportunities to express their views and to be more active learners
- ✚ Start a lecture with a puzzle, question, paradox, picture, or cartoon on slide to focus on the day's topic in order to help the students for understanding.

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were they Effective? هل كانت فعالة؟		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
Lectures.		√	
Group discussion (during practical)		√	
Brain storming (during presentation)	√	√	
Self-learning (during practical)	√		
Problem solving. (during presentation)	√	√	

**Note:** In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

**ملحوظة:** من أجل تحليل تقييم انجاز الطلبة لكل مخرج تعلم بالمقرر، يمكن قياس وتقييم أداء الطلبة باستخدام مؤشرات الأداء (KPI)، وسلم التقدير اللفظي المتدرج (Rubric)، أو أنظمة تقييم متدرج أخرى تربط بين أعمال الطلبة ودرجات الاختبارات، أو غيرها من طرق التحقق من التعلم الناجح.

### C. Results النتائج

#### 1. Distribution of Grades توزيع الدرجات

Letter Grade رمز التقدير	Number of Students عدد الطلبة	Student Percentage نسبة الطلبة	Analysis of Distribution of Grades تحليل توزيع الدرجات
A	0	0	Base on a grade system in our department of anatomy is consider normal result because the subject too difficult for them.
B	0	0	
C	0	0	
D+	1	5%	
D	6	30%	
F	13	65%	
Denied Entry محروم	0	0	
In Progress مستمر	20	65%	
Incomplete غير مكتمل	0	0	
Pass ناجح	7	35%	
Fail راسب	13	65%	
Withdrawn منسحب	0	0	

#### 2. Analyze special factors (if any) affecting the results تحليل العوامل الخاصة (إن وجدت) التي أثرت على النتائج

#### 3. Variations from planned student assessment processes (if any) (see Course Specifications).

##### a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason
No variations	-----

##### b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)

Variation	Reason
No variations	-----



4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator). التحقق من درجات (إنجاز) الطلبة (مثال: التحقق من صحة تصحيح عينة من أوراق الطلبة من قبل مقيم مستقل)	
Method(s) of Verification طريقة (طرق) التحقق	Conclusion النتيجة
Check of grades validity by peer evaluator.	Some modifications in students grades.

#### D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) No cadavers in lab anatomy.	2. Consequences of any difficulties experienced for student learning in the course. Improper performing the course activity.
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#### E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)  There is no delegation of authority to have flexibility in taking decisions regarding the course.	2. Consequences of any difficulties experienced for student learning in the course.  The students face a variety of difficulties when dealing with teaching recourses such as lab anatomy.
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#### F. Course Evaluation **تقييم المقرر الدراسي**

1. Student evaluation of the course (Attach summary of survey results) تقييم الطالب للمقرر الدراسي (أرفق ملخص نتائج الاستطلاع) Good
a. List the most important recommendations for improvement and strengths اذكر أهم توصيات التحسين ونقاط القوة
b. Response of instructor or course team to this evaluation رد الأستاذ أو فريق العمل في المقرر الدراسي على هذا التقييم This evaluation is acceptable because the subject too difficult for them.
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) تقييمات أخرى (مثال: من رئيس القسم، ملاحظات زميل، مراجعة جهة اعتماد، آراء من المستفيدين الآخرين).
a. List the most important recommendations for improvement and strengths اسرد أهم توصيات التحسين ونقاط القوة

b. Response of instructor or course team to this evaluation رد الأستاذ أو فريق العمل في المقرر الدراسي على هذا التقييم

### G. Planning for Improvement التخطيط للتطوير

1. Progress on actions proposed for improving the course in previous course reports (if any). التقدم في انجاز اجراءات تحسين المقرر المقترحة بالتقارير السابقة للمقرر "ان وجدت".			
Actions recommended from the most recent course report(s) الاجراءات الموصى بها في أحدث تقرير أو تقارير سابقة عن المقرر الدراسي	Actions Taken الاجراءات التي اتخذت	Action Results النتائج المترتبة على الاجراء المتخذ	Action Analysis تحليل الإجراء
a. Encourage students to be an active learner and have a sense of responsibility.	The actions were undertaken.	Course coordinator fails to make more than half of students to be an active learner and have a sense of responsibility.	This may be attributed to cultural and personal factors.
b. Provide extra assignments ,measure progress of students and provide regular feedback.	The actions were not taken.	The students performed assignments but not in the desirable level.	Insufficient teaching recourses of the program (Soft tissues in lab anatomy and electronic learning lab) contributed to this problem.
c. Improve the students' skills as thinking, working in groups, problem solving & communication skills.	The actions were undertaken.	The level of satisfaction of the student were increase slightly but not reach to the optimal level.	The course coordinator will take this point in consideration in the next semester.
d. Provide the students more opportunities to express their views.	The actions were undertaken.	The students have more opportunities to express their views.	The student more satisfied to the course and course coordinator when comparing with previous semester.

2. List what other actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).  
اذكر الإجراءات الأخرى التي اتخذت لتحسين المقرر (اعتماداً على التقرير السابق للمقرر – الاستبيانات- آراء مستقلة أو تقييم المقرر).

No actions have been taken.

3. Action Plan for Improvement for Next Semester/Year **الخطة التنفيذية للتحسين للفصل/العام الدراسي القادم**

Actions Recommended for further improvement الإجراءات الموصى بها لمزيد من التحسين	Intended Action Points (should be measurable) أنشطة العمل المستهدفة (يجب أن تكون قابلة للقياس)	Start Date تاريخ البدء	Completion Date تاريخ الانتهاء	Person Responsible مسئول التنفيذ
a. Improving teaching strategies to help the student to achieve course ILOs	Conduct a role-play to represent to help the student to understanding.	1 <sup>st</sup> week	15 <sup>th</sup> week	Course coordinator
	Create a fun and effective learning atmosphere.			Course coordinator
	Explain how to study for the kind of given assessments.			Course coordinator
	Explain why this course is necessary and important			Course coordinator
b. Improving the course specification.	Conduct some modification in course specification.	3 <sup>rd</sup> week	10 <sup>th</sup> week	Course coordinator
	Send the course specification to external evaluator for revision			Program coordinator
	Make the modification of external evaluator			Course coordinator
c. Develop and increase learning resources.	Supplying the library with updated books and journals	1 <sup>st</sup> week	15 <sup>th</sup> week	Program coordinator
	Activating the services of learning lab			Program coordinator

**Name of Course Instructor:** Dr. Itedal Abdelraheem Mohamed Ahmed

**Signature:** *Itedal* \_\_\_\_\_ **Date Report Completed :** 18/8/1438

**Program Coordinator** \_\_\_\_\_ Dr. Nahid Khalil Elfaki

**Signature :** \_\_\_\_\_ **Date Received** \_\_\_\_\_

