

T6. Course Specification (CS)

Institution: Najran University	Date of Report: 1437-1438
College/Department : College of medicine	

A. Course Identification and General Information

1. Course title and code: Basic anatomy and histology ANA 205 205 شرح ط-4			
2. Credit hours 4 (2+2)			
3. Program(s) in which the course is offered. Medicine & Surgery Program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course : Anatomy Department Dr. Ashraf aziz & Dr. Abdulhafeez Yagoub			
5. Level/year at which this course is offered 2nd year \ level 3			
6. Pre-requisites for this course (if any) NO			
7. Co-requisites for this course (if any) NO			
8. Location if not on main campus ?????			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	100 %
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			
Blended ?????			

B Objectives

1. What is the main purpose for this course?

This course aims to give medical students a solid and useful foundation in basic micro- and macroscopic anatomy as well as applied anatomy upon which they will be able to build further Knowledge in later years. It includes topics on the basic tissues and organs of the body as well as terms used in anatomy. The aim of this new approach to the subject is to replace the old teaching style that focused on many academic details, which had little or no clinical relevance with a more clinically oriented content. Now we would like to show and convince the student at the same time that all which is being offered “can and will be used” in his pre-, para-, or clinical Study years and future career. Included also in the practical are sessions in specimen preparation in histology for different types of microscopy and utilizing different stains

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- 1) Continuous updating of the information, knowledge and skills included in the course through the continuous search for new knowledge and skills available in recent publications (Books, researches, internet and others).
 - 2) Continuous improvements in teaching methods to encourage the students to participate effectively in the various academic activities
- Continuous evaluation of the course content, students' performance and establish plans Accordingly.

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

The course provides an overview on the basic of theoretical knowledge, and practical for the anatomy and histology of the trunk.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Terms of position	0.5	3 (1+2)
Terms of movements	0.5	3 (1+2)
Microscopy and histological techniques1	1.0	6 (2+4)
Microscopy and histological techniques2	1.0	3 (1+2)
The cell	0.5	3 (1+2)
Epithelial tissues1	1.0	6 (2+4)

Epithelial tissues2	0.5	3 (1+2)
Bones1	0.5	3 (1+2)
Bones2	0.5	3 (1+2)
Connective tissue1	0.5	3 (1+2)
Connective tissue2	1.0	6 (2+4)
Connective tissue3	0.5	3 (1+2)
Joints1	0.5	3 (1+2)
Joints2	0.5	3 (1+2)
Vessels and lymphatics1	0.5	3 (1+2)
Vessels and lymphatics2	0.5	3 (1+2)
Muscles1	0.5	3 (1+2)
Muscles2	0.5	3 (1+2)
Muscular tissue1	0.5	3 (1+2)
Muscular tissue2	0.5	3 (1+2)
Nervous system1	0.5	3 (1+2)
Nervous system2	1.0	6 (2+4)
Nervous tissue	1.0	6 (2+4)
Skin	0.5	3 (1+2)
Body cavities and serous membranes1	0.5	3 (1+2)
Body cavities and serous membranes2	0.5	3 (1+2)
Mucous membranes	0.5	3 (1+2)
Different body regions and organs1	0.5	3 (1+2)
Different body regions and organs2	0.5	3 (1+2)
Introduction to radiographic appearances	0.5	3 (1+2)

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	36			72		108
Credit	2			2		4(2+2)

3. Additional private study/learning hours expected for students per week.	14-21
--	-------

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
--

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize all anatomy and surface anatomical landmarks in the region of the trunk with focus on movements i.e. muscles, joints, innervation, etc.	Lecture	MCQs OSPE
1.2	Identify the types of microscopes and the Basic steps of tissue preparation of routine paraffin sections.	Lecture, brainstorming	
2.0	Cognitive Skills		
2.1	Explain the basic pattern of the gross and microscopic structure of the body	Lecture, discussion	MCQs OSPE
2.2	Summarize the body structure to interpret/solve simple problems of applied histology such as inflammation, relationship of structure to function, tumors, hyperplasia, atrophy, etc.	Lecture, discussion	
3.0	Interpersonal Skills & Responsibility		
3.1	Show the capacity of individual effective learning from reputable sources such as textbooks, references, journal articles, etc.	Discussion, practical	MCQs OSPE
3.2	Demonstrate and show an improved and polished English language usage.	Research- assignments, Lecture, discussion	
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate efficiently in team work using different knowledge resources including the library resources and websites.	Research activities assignment	MCQs
5.0	Psychomotor		
5.1	Show how to use the different parts of the microscope	Practical	OSPE

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write

Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1 (MCQs)	Week 3	5%
2	Quiz 2 (MCQs)	Week 7	5%
3	Class test (theory and practical)	Week 8	20%
4	Quiz 3 (MCQs)	Week 11	5%
5	Quiz 4 (MCQs)	Week 15	5%
6	Final exam (MCQs + OSPE)	End of semester	60%
7	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office hours are posted in the department's web pages

E. Learning Resources

1. List Required Textbooks:
Gross Anatomy:
 - Snell: Clinical Anatomy by Regions 8th ed**Histology**
 - Wheater's Functional Histology: A Text and Color Atlas. Barbara Young, Phillip Woodford and Geraldine O'Dowd. 6th Ed.
2. List Essential References Materials (Journals, Reports, etc.)
<http://www.anatsoc.org.uk/journals/journal-of-anatomy>
<https://www.ijmhr.org/ijar.htm>
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1469-7580](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1469-7580)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 1) Taylor: Memmler/Acland DVD Atlas of the Human Body Institutional version 6 discs 1st Eds.
 2) Acland: Acland's Cross-sectional Navigator 1st Eds.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
Saudi digital library <https://sdl.edu.sa/SDLPortal/en/publishers.aspx>
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 Anatomy & physiology (BIOL-111) – CD
 Anatomy for Pilates – CD

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
 - a. Lecture room suitable for the number of students.
 - b. One dissection room containing 3 fresh cadavers and plastinated specimens for the whole body parts.
 - c. One histology lab containing 20 recent light microscopes.
 - d. A museum containing plastinated cadavers and plastic models explaining the anatomical facts of most regions of the human body including bones and soft tissues.

2. Computing resources (AV, data show, Smart Board, software, etc.) There is a need for 25 computers with networking and internet access in the museum for student learning. As well as a number of computers and multimedia projectors in the other rooms.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Library supplied with reference text books, electronic resources.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> - Completion of course evaluation questionnaire by each student. - End of term discussion between the teacher and the students regarding what went well and what could have gone better.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> - Course report - Student evaluation report
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> - Continued training of staff in effective teaching and presentation skills; encouragement of the staff to increase interactive sessions; increase self directed student learning and discussions; increase the use of animated software to enhance understanding
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> • Check marking of a sample of student work by an independent faculty member. • Students who believe they are under graded could have their papers checked by another reader.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Action plan for course improvement will be done according to the feedback about the course from students, other colleagues and the dean.

Name of instructor: Dr Ashraf Fawzy / Dr Abdulhafeez Yagoub

Signature: *Dr. Ashraf & Dr. Abdulhafeez* Date Report Completed: 20/4/1438

Name of field experience teaching staff:

Program coordinator:

Signature: *Dr. Ashraf & Dr. Abdulhafeez* Date: 20/4/1438