

T6. Course Specification (CS) توصيف المقرر

Institution	Najran University	Date of Report	21-8-1438
College/Department	Faculty of applied Sciences / Medical Laboratory department		

A. Course Identification and General Information

1. Course title and code: Histopathology-4 (Path 533)			
2. Credit hours 4(1+3)			
3. Program(s) in which the course is offered: Clinical laboratories sciences (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr: Saadalnour Abusail Mustafa			
5. Level/year at which this course is offered: Level 9			
6. Pre-requisites for this course (if any): -Histopathology 431 - Histological Techniques 214			
7. Co-requisites for this course (if any): None			
8. Location if not: on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="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:			

B Objectives

1. What is the main purpose for this course? By the end of this course, medical laboratory science students should be able to:
1. Know the cytology of body fluid, gynecological system, respiratory system, thyroid cytopathology, and breast cytopathology.
2. Know the general aspects and general principle of cytopathology, advance histopathology, and Immunohistochemistry.
3. Perform the initial processes intended to ensure the quality of the cytopathological, histopathological and Immunohistochemical techniques.
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) Insertion of Advance technique like In situ hybridization Molecular Biology.

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

1. Topics to be Covered (Theory)		
List of Topics	No. of Weeks	Credits Hours
Introduction to cytology & cytological technique (Method of collection and preparation)	1	1
Normal Histology& Cytology of Female Genital tract	2	1
Inflammatory & benign disorders of female genital tract.	3	1
Squamous intraepithelial lesion of cervix & Vagina	4	1
Glandular lesion of female genital tract	5	1
Hormonal Cytology	6	1
Cytopathology & Cytopathology of thyroid gland	7	1
Cytopathology & Cytopathology of breast	8	1

Cytopathology & Cytopathology of body fluid	9	1
Cytopathology & Cytopathology of urinary system	10	1
Cytopathology & Cytopathology of respiratory system	11	1
Frozen section & its applications (Advance Technique)	12	1
Introduction to immunohistochemistry and antibody	13	1
Immunohistochemical method & control	14	1
Introduction to tumour markers.	15	1
Total		15
2. Topics to be Covered Practical's		
List of Topics	No. of Weeks	Contact Hours
Preparation & handling of cytological material	1	3
Pap stain	2	3
MGG stain	3	3
Demonstration of sex chromatin	4	3
Cytological pattern of benign female genital tract and infections	5	3
Cytological pattern of non-epithelial origin	6	3
Cytological pattern of hormonal cytology	7	3
Dyskaryosis	8	3
Cytological pattern of glandular lesion of female genital tract	9	3
Cytological pattern of thyroid	10	3
Cytological pattern of breast cytology	11	3
Cytological pattern of body fluid, respiratory & urinary system	12	3
Frozen sections	13	3
Immunohistochemistry	14	3
Immunohistochemistry	15	3
Total		45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15		90			105
Credit	15		45			60

3. Additional private study/learning hours expected for students per week. 1 hour	<input type="text"/>
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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: By the end of this course the students will be able to:		
1.1	Describe the handling and preparations of all solutions used in cytological technique.		
1.2	Memorize collection, preservation, preparation of all cytological material .		
2.0	Cognitive Skills: By the end of this course, The student should be able to:		
2.1	Develop the collection and preparation of all cytological techniques.		
2.2	Evaluate Immunohistochemistry.		
3.0	Interpersonal Skills & Responsibility: By the end of this course, The student should be able to:		
3.1	Demonstrate cytopathology of Female genital tract, respiratory system, urinary system, thyroid & breast.		
3.2	Evaluate Frozen sections		
4.0	Communication, Information Technology, Numerical: by the end of this course the student should be able to:		
4.1	Demonstrate tumor markers		
4.2	Interpret Application of most common Cytological methods. (Pap stain & MGG)		
5.0	Psychomotor		
5.1			
5.2			

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	demonstrate, calculate, illustrate, interpret, research, question, operate,

Technology, Numerical	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	1-Final exam – Theory: multiple choice question	15 th	15 mark
2	Final exam practical (Staining protocols & Microscope examinations)	15 th	45 mark
3	Continuous course assessment : Med theory test + Quizzes+ assignments (written short notes and multiple choice question of best choice format)	5-15	10 mark
4-	Continuous course assessment practical tests (Staining protocols & Microscope examinations)	7-15	30 mark
	Total marks		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)

Day	Time
Sunday:	10am – 12 pm
Monday	
Tuesday	11am – 12 pm
Wednesday	
Thursday	10-11 Pm

E. Learning Resources

1. List Required Textbooks

- Textbook Koss' Diagnostic Cytology and its Histopathologic Bases
- Comprehensive cytopathology
- Muir's Textbook of Pathology by RNM MacSeen and K Whaley, 13th edition
- Basic pathology by Kumar by Cotran and Robbins
- Bancroft
- Carleton

2. List Essential References Materials (Journals, Reports, etc.)

- Robbin's Pathologic Basis of Disease by Cotran, Kumar and Collins

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Textbook Koss' Diagnostic Cytology and its Histopathologic Bases
- Comprehensive cytopathology
- Muir's Textbook of Pathology by RNM MacSeen and K Whaley, 13th edition

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

www.cytopathology.org
www.IBMS.org

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software: Pathology museum gross specimens, microscopes, illustrating microscope slides, illustrating boosters, ...etc.

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.) lecture halls and labs (hospital lab and for demonstrations); according to the number of students usually enrolled. They should be equipped with various facilities that help in teaching e.g. computers, projectors (multimedia), boards, board markers, loud speakers

2. Computing resources (AV, data show, Smart Board, software, etc.)
Digitized Microscope, Data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Pathology museum gross specimens, microscopes, illustrating microscope slides, illustrating boosters, Histopathology tissue processing system.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> Interactive lectures Structured practical sessions for demonstration of pathological processes, gross pathological changes and histopathological changes using projections, gross specimen and microscopes. Formative quizzes at the end/beginning of each practical session
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> course evaluation questionnaire
3 Processes for Improvement of Teaching. Workshops on teaching methods, review of recommended teaching strategies
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"> Degrees according to the university grading system intradepartmental discussion of the student results discussion of student results with the higher organizing body e.g. dean or college board

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

- Staff members views and feedback
- Students feedback obtained for example through, confidential completion of standard
- course evaluation questionnaire and focus group discussion with small groups of students.
- Evaluation of the student result with the degree of toughness of the exam

Faculty or Teaching Staff: Dr: Saadalnour Abusail Mustafa

Signature: _____



Date Report completed: 21/8/1438

Received by: _____ Dean/Department Head

Signature: _____ Date: _____