Course Specifications

Muharram 1437 H

Institution:	Majmaah University
Academic Department :	.. Preparatory Year.
Programme :	Bachelor in Medicine, Bachelor in Applied Medical Science.
Course :	English For Health Science
Course Coordinator :	Tariq Hamed
Programme Coordinator :	.. Tariq Hamed.
Course Specification Approved Date :	3/ 1 /1438… H

A. Course Identification and General Information

1 - Course title : English For Health Science.	Course Code: (EPNG 122)

2. Credit hours : **(**2 hours **)**

3 - Program(s) in which the course is offered: Bachelor in Medicine, Bachelor in Applied Medical Science.

4 – Course Language : English.

5 - Name of faculty member responsible for the course: Tariq Hamed.

6 - Level/year at which this course is offered : Level 2 (Preparatory Year)

7 - Pre-requisites for this course (if any) :
- ....**N.A**

8 - Co-requisites for this course (if any) :
- ....................**N.A**.......

9 - Location if not on main campus **:**

Preparatory Year Building, Zulfi and Female Buildings.**(**

10 - Mode of Instruction (mark all that apply)

A - Traditional classroom	**X**	What percentage?	**100 %**
B - Blended (traditional and online)		What percentage?	……. %
D - e-learning		What percentage?	……. %
E - Correspondence		What percentage?	……. %
F - Other		What percentage?	……. %

Comments :

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B Objectives

What is the main purpose for this course?

. The main purpose of this course is to enable the student to divide medical terms into component parts, analyze, pronounce, and spell medical terms using combining forms, suffixes, and prefixes. Name the body systems and their functions; identify three plans of the body. To recognize main idea sentence, use transition to show chronological order, and change imprecise information into precise information.

Briefly describe any plans for developing and improving the course that are being implemented :

1- Continuous updating of the information, knowledge and skills included in the course through continuous search for new knowledge and skills available in recent publications (references, books, researches, magazines, internet etc.).
2- Verifying the information resources.

3- Continuous evaluation of the course content, student level, and develop plans accordingly

C. Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
-Academic Writing for Health Professions : Unit 1 Giving Instructions-pages 2-6 -Medical Terminology : Unit 1 -Basic Word Structure -Word Analysis + Combining Forms ,Suffixes ,And Prefixes Pages 1-6	1st WEEK	4
- Academic Writing for Health : Unit 1 Giving Instructions- pages 7-12 -Medical Terminology :Unit 1 Basic Word Structure – Figures - pages 7-8	2nd week	4
-Academic Writing for Health Professions : Unit 1 Giving Instructions (pages 13-19) -Medical Terminology : Unit 1 Basic Word Structure – pages 9-12	3rd week	4
-Academic Writing for Health Professions :Unit 2 -Telling What Happened : Accurate Reporting - pages 20-26 Medical Terminology : Unit 1 Basic Word Structure – pages 12- 14	4th week	4
-Academic Writing for Health : Unit 2 Telling What Happened : Accurate Reporting - pages 27-31 -Medical Terminology : Unit 1 – Basic Word Structure – pages 14-18	5th week	4
-Academic Writing for Health : Unit 2 Telling What Happened : Accurate Reporting - pages 31-35 -Medical Terminology : Unit 1 – Basic Word And Structure -Prefixes + Exercises and Answers -Pages 18- 22	6th week	4

Academic Writing for Health Professions : Unit 3 – Classifying - pages 36-39 -Medical Terminology : Unit 1 – Basic Word And Structure -Prefixes + Exercises and Answers -Pages 22-27	7th week	**4**
-Academic Writing for Health Professions : Unit 3 – Classifying (pages 40-43) -Medical Terminology : Unit 2 Organization Of The Body – Body Systems page 44+ Body Cavities -Pages 45-48	8th week	**4**
Academic Writing for Health Professions : Unit 3 – Classifying (pages 43-47) Medical Terminology : Unit 2 Organization Of The Body – Division Of The Back -pages 49-50	9th week	**4**
Academic Writing for Health Professions : Unit 3 – Classifying (pages 47-53) -Medical Terminology: Unit 2 Organization Of The Body –Planes Of The Body.	10th week	**4**
-Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 54-58) --Medical Terminology : Unit 2 Organization Of The Body –Combining Forms -pages 54-56	11th week	**4**
-Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 59-62) Medical Terminology : Unit 2 Organization Of The Body –Figures -pages 56-58	12th week	**4**
-Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 62-64) --Medical Terminology : Unit 2 Organization Of The Body –Exercises And Answers -pages 59-64	13th week	**4**
-Academic Writing for Health Professions : Unit 4 – Explaining Cause And Effect (pages 64-68) --Medical Terminology : Unit 2 Organization Of The Body –Review -pages 66-70	14th week	**4**
--Medical Terminology : Unit 2 Organization Of The Body –Practical Applications + Medical Scramble -pages 71-77	15th week	**4**

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	60hours	-	-	-	-	60hours
Credit	30 hours	-	-	-	-	30 hours

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

N.A

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

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define medical terms.	Group discussion, lecture, team work learning, and handouts.	feedback, quizzes, and written exams
1.2	Arrange sentences to form medical composition.	Teacher explains example tasks. Students answer questions.	feedback, quizzes, and written exams
١,٣	Identify body systems and their functions.	Teacher explains body systems, parts, and functions. Students match between organs and systems.	feedback, oral, quizzes, and written exams
١,٤	Define medical items.	Teacher identifies medical items. e.g. (syringe , vial , alcohol sponge , plunger and gown)	feedback, quizzes, and written exams

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		Students recognize medical items and how to use them.	
2.0	**Cognitive Skills**		
2.1	1. Analysing skills of medical terms.	Students analyze medical terms. Students practice.	feedback, quizzes, and written exams
2.2	2.Classifying skills of writing before composition (how to organize your thoughts)	Students match appropriate suffixes, prefixes, and roots to shape meaningful terms.	feedback, quizzes, and written exams
٢,٣	....	....	....
٢,٤	....	....	....
٢,٥	....	....	....
٢,٦	....	....	....
3.0	**Interpersonal Skills & Responsibility**		
3.1	Develop certain team work activities.	Assignments and team work activities	Observing students and assignment.
3.2	....	....	....
٣,٣	....	....	....
٣,٤	....	....	....
٣,٥	....	....	....
٣,٦	....	....	....
4.0	**Communication, Information Technology, Numerical**		
4.1	1. Using medical terms in communication (group work)	Students pronounce medical terms correctly.	feedback, oral ,quizzes, and written exams
4.2	2. Prepare and present certain topics during the semester, look out for certain issues in the course.	Research activities, assignments.	Assignments, participation.
٤,٣	....	....	....
٤,٤	....	....	....
٤,٥	....	....	....
٤,٦	....	....	....
5.0	**Psychomotor**		
5.1	...........................N.A.....................	....	....

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
5.2	....	....	....
٥,٣	....	....	....
٥,٤	....	....	....
٥,٥	....	....	....
٥,٦	....	....	....

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

	Assessment task	Week Due	Proportion of Total Assessment
1	Quiz – 1	3rd week	5%
2	Midterm exam 1	6th week	20%
3	Quiz – 2	9th week	5%
4	Midterm exam 2	11th week	20%
5	Participation and Professionalism	15th week	5%
6	Assignments	15th week	5%
7	Final Assessment exam	17th week	40%
8	....	....	....

D. Student Academic Counseling and Support

Two hours of academic counselling per week.
Academic counselling for low achievement students or absence hours (10% and above).

E. Learning Resources

1. List Required Textbooks :

- Chabner, Davi-Ellen. *Medical terminology: a short course* 6th edition.st. Louis, Missouri. Jean Olson, 2009
- Mazyed, Suleiman Saleem. *Academic Writing for Health Professions: Elementary level* /.3rd edition. Riyadh. Qelaa Al Elm House , 2009

2. List Essential References Materials :

- Medical Language Instant Translator.

- …………………………………………………
- …………………………………………………

3. List Recommended Textbooks and Reference Material :

- Workbook- text, The Language of Medicine, 9th edition.

- …………………………………………………
- …………………………………………………

4. List Electronic Materials :

. www.specislisacademicenglish.com
www.freedicionary.com
http://evolve.elseevier.com/

5. Other learning material :

1. computer-based programs/CD, professional standards or regulations and software.

- …………………………………………………
- …………………………………………………

F. Facilities Required

1. Accommodation

- A class rooms with LCD projectors.
- 20 seats
- ……………………………………………………
- ……………………………………………………

1. 2. Computing resources (AV, data show, Smart Board, software, etc.)

A classroom must be equipped with smart or active board

- ……………………………………………………
- ……………………………………………………
- ……………………………………………………

3. Other resources

- ..**N.A**……………
- ……………………………………………………
- ……………………………………………………

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Students identified significant learning topic and describe their general impression and reaction to how they learned and how they would respond to the same material in the future.
2. Reinforce the students to give their own feedback about the topic or the course to their colleague.

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2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

1. Examination.
2. Oral presentation of search paper.
3. Peer Review evaluation of course' content, format, and teaching strategies

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3 Processes for Improvement of Teaching :

1. Keeping up-to-date with new international trends and innovations in teaching strategies
2. Conducting research to evaluate best methods of teaching
3. Seeking external assessment of teaching strategies (supervised by head of department and College Dean)
4. Attending relevant workshops and seminars
5. Review of course components (contents teaching strategies and format) by internal and external reviewers at least annually
6. Invitation of external guests speakers in the field for feedback
7. Collaboration with sister universities in curriculum development

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4. Processes for Verifying Standards of Student Achievement

- Marking and scoring checking 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 same institution
- Periodic exchange and remarking of a sample of assignments with a faculty member in another institution
- Discussing course objectives, teaching strategies, exams, students learning abilities and achievements, with another colleague in the same field

5 Describe the planning arrangements for periodically reviewing course

effectiveness and planning for improvement :
1. Identify areas of need, procedures, questions / dissection strategies and course organization.
2. Teachers plan will address concerns and needs with specific guidance.

Course Specification Approved
Department Official Meeting No (…..) Date … / …. / ….. *H*

Course's Coordinator

Name : ....
Signature : ....
Date : …./ … / …… H

Department Head

Name : ....
Signature : ....
Date : …./ … / …… H