



# Course Specification

— (Bachelor)

Course Title: **Principles of Anatomy**

Course Code: **NRS 232**

Program: **Bachelor of Nursing**

Department: Nursing (NRS)

College: **College of Nursing**

Institution: **Majmaah University**

Version: **V4**

Last Revision Date: **June 2023**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: (1+1+0)

#### 2. Course type

A.  University  College  Department  Track  Others  
 B.  Required  Elective

3. Level/year at which this course is offered: 2/3

#### 4. Course general Description:

The objective of this course is to identify the normal structure and working knowledge of human body. This includes studying the structure of the cell, the basic human tissues and all systems of human body. This course emphasizes on subjects concerning nursing studies. In addition, it describes the embryonic developmental processes of all the major systems in the human body.

5. Pre-requirements for this course (if any): none

6. Pre-requirements for this course (if any):

PBIO126

#### 7. Course Main Objective(s):

Helps identify the normal structure and working knowledge of human body. This includes studying the structure of the cell, the basic human tissues and all systems of human body. This course emphasizes on subjects concerning nursing studies. In addition, it describes the embryonic developmental processes of all the major systems in the human body.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	E-learning		
3	Hybrid		





No	Mode of Instruction	Contact Hours	Percentage
	<ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	15
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
<b>K1.1</b>	Define microscopic and macroscopic structures of human anatomy.	<b>K1</b>	Lecture, & class discussion by teacher, Text book assignments, homework & practice, daily re-looping of previously learned material	Sessional exam, Final exam, Homework/ assignments, Quizzes, and Written lab reports
<b>K1.2</b>	Outline anatomical structures according to their level of organization and in relation to larger physiological systems.	<b>K1</b>	Lecture, & class discussion by teacher, Text book assignments, homework & practice, daily re-looping of previously learned material	Sessional exam, Final exam, Homework/ assignments, Quizzes, and Written lab reports
...				
<b>2.0</b>	<b>Skills</b>			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
S1.1	Explain horizontal integration of various subdivisions of anatomy with relevant physiology and biochemistry.	S1	Lecture, small group discussion, case studies, individual presentation	• Exams Assignments
S1.2	Compare the knowledge of microstructure with function and interpret it accordingly.	S1	Lecture, small group discussion, case studies, individual presentation, brainstorming.	Sessional exam, Final exam, Homework/ assignments, Quizzes, and Written lab reports
3.0	<b>Values, autonomy, and responsibility</b>			
V1.1	Examine surface landmarks on anatomical models and living anatomy pertaining to bone and muscle	V1	The students are encouraged to sum up briefly about the topics covered in each lecture. Submission of assignments pertaining to certain topics.	By observing behavior of students in the classroom with their peer group
V1.2	Examine surface landmarks on anatomical models and living anatomy pertaining to bone and muscle	V1	The students are encouraged to sum up briefly about the topics covered in each lecture. Submission of assignments pertaining to certain topics.	By observing behavior of students in the classroom with their peer group

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Unit 1: Theory: General Anatomy</b> Definitions, Subdivisions of Anatomy, Terms of location and position, Fundamental Planes, organization of the Body Cells, Tissues.	2 hrs theory 4 hrs practical
2	<b>Unit 2: Theory: Embryology:</b> Gametogenesis, Cleavage, Morula, Blastula, Gastrula, Placenta, 3 germ layers	1 hr theory 2 hrs practical





	<b>Lab 1: Introduction to Lab, Microscope and Safety</b>	
3	<p><b>Unit 3: Theory: Body Tissues:</b> Introduction, Epithelial tissue: Simple epithelia, Stratified epithelia, Glandular epithelia, Connective tissue: Connective tissue proper, Loose connective tissue, Dense connective tissue, Cartilage, Bone, Liquid connective tissue, Membranes: Cutaneous membrane, Mucous membranes, Serous membranes, Synovial membranes. Muscle tissue. Nervous tissue.</p> <p><b>Lab 2: Histological Identification of Histological Slides</b></p>	2 hrs theory 4 hrs practical
4	<p><b>Unit 4: Theory: Integumentary system</b> Introduction, The structure of skin: The epidermis, Cells of Epidermis: Keratinocytes, Melanocytes, Langerhans cells, Merkel cells, Stratum basale, Stratum spinosum, Stratum granulosum, Stratum lucidum, Stratum corneum. The dermis: The papillary and reticular aspects. The accessory skin structures: The hair, Skin glands: Eccrine glands, Apocrine glands, Nails. The functions of the skin</p> <p><b>Lab 3: Identification of different layers and cells of epidermis, dermis and hypodermis on anatomical models</b></p>	1 hr theory 4 hrs practical
5	<p><b>Unit 5: Theory: Locomotion and support</b> Musculoskeletal system: Bones – types, structure, Axial &amp; appendicular skeleton. Bone formation and growth, Joints – classification and structure. Types and structure of muscles. Movements at the joints and muscles producing movements.</p> <p><b>Lab 4: Identification and spotting of important muscles of Head and Neck, Upper and lower extremity and Trunk.</b></p>	1 hr theory 4 hrs practical
6	<p><b>Unit 6: Theory: Nervous System</b> Organization of the nervous system, Central nervous system, Autonomic nervous system, Neurons, Sensory (afferent) nerves, Motor (efferent) nerves. The action potential, Neurotransmitters, Neuroglia, The meninges, Cerebrospinal fluid (CSF), The brain, The peripheral nervous system, Cranial nerves, The spinal cord, Spinal nerves, The autonomic nervous system: Sympathetic division, Parasympathetic division</p> <p><b>Lab 5: Identification and spotting of different parts of human brain and spinal cord on anatomical model. Recalling of important nerves and their course</b></p>	2 hrs theory 4 hrs practical
7	<p><b>Unit 7: Theory: Cardiovascular System</b> Heart: size, location, coverings, chambers, Blood supply, Nerve supply, the blood vessels, General plan of circulation, pulmonary circulation – Names of arteries and veins and their positions Gross and microscopic structure of lymphatic tissue.</p> <p><b>Lab 6: Identification and spotting of different superficial landmarks and internal structure of human heart on anatomical model. Recalling of important blood vessels and routes of circulation</b></p>	2 hrs theory 2 hrs practical
8	<b>Unit 8: Theory: Respiratory System</b>	1 hr theory 2 hrs practical





	Parts, Nasal cavity and Paranasal air sinuses, trachea, Gross and microscopic structure of lungs, Diaphragm and Pleura. <b>Lab 7: Identification and spotting of different organs of respiratory system on anatomical model.</b>	
9	<b>Unit 9: Theory: Digestive System</b> Components of Digestive system, Alimentary tube, Anatomy of organs of digestive tube, mouth, tongue, tooth, salivary glands, liver, biliary apparatus, pancreas, Names and positions and brief functions. <b>Lab 8: Identification and spotting of different organs of digestive system on anatomical model.</b>	1 hr theory 2 hrs practical
	<b>Unit 10: Theory: Urinary System</b> Kidneys- location, gross structure, excretory ducts, ureters, Urinary bladder, Urethra. <b>Lab 9: Identification and spotting of different organs of urinary system and detailed internal and external anatomy of kidney on anatomical model.</b>	2 hrs theory 2 hrs practical
<b>Total</b>		<b>45 hrs</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	6 - 7th week	10%
2.	Midterm Exam	11 - 12th week	30%
3.	Midterm Practical Exam	8th week	15%
4	Assignments	4th and 8th week	5%
5	Final Practical Exam	15 - 16th week	10%
6	Final Written Exam	17 - 18th week	30%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	<i>Mahindra Kumar Anand, Meena Verma. Human Anatomy and Physiology for Courses in Nursing and Allied Health Sciences, 4/e (6th reprint)</i>
<b>Supportive References</b>	<i>Clancy, J., &amp; McVicar, A. (2017). Physiology and anatomy for nurses and healthcare practitioners: A homeostatic approach. CRC Press.</i>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li><a href="http://www.sdl.edu.sa">www.sdl.edu.sa</a></li> <li><a href="http://www.emedicine.com">www.emedicine.com</a></li> </ul> <a href="http://www.medscapenurses.com">www.medscapenurses.com</a>





**Other Learning Materials** NA

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be large enough to accommodate 30 students. Practical Rooms should be large enough to accommodate 20 student
<b>Technology equipment</b> (projector, smart board, software)	Every classroom must be equipped with smart or active board, latest Audio visual aids and computer with internet access.
<b>Other equipment</b> (depending on the nature of the specialty)	NA

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<ul style="list-style-type: none"> <li>Course Evaluation Survey (Indirect)</li> <li>Quality of Exam Survey (Indirect)</li> </ul>
Effectiveness of Students assessment	Faculty	<ul style="list-style-type: none"> <li>CLO Mapping with teaching and assessment. (Direct)</li> <li>Course blueprinting (Direct)</li> <li>Grade analysis (Direct)</li> <li>Psychometric analysis (Indirect and direct)</li> </ul>
Quality of learning resources	Peers	Grade verification (Direct)
The extent to which CLOs have been achieved	Students	Course Evaluation Survey (Indirect) Quality of Exam Survey (Indirect)
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>4</b>







DATE

19.09.2023

