

Kingdom of Saudi Arabia

T6. Course Specifications (CS)

Course Specifications

Institution: Najran University	Date: 12-04-2017
College/Department : Applied medical sciences / Radiological sciences	

A. Course Identification and General Information

1. Course title and code: Radiographic Anatomy (221 RAD-3)			
2. Credit hours : 3 (2+1) hrs			
3. Program(s) in which the course is offered. : Bachelor of Radiological sciences (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Dr. Nagla Hussien Mohammed Khalid (female section) Dr. Alfatih Hassen Albadri (male section)			
5. Level/year at which this course is offered : Level 4 / 2 nd Year			
6. Pre-requisites for this course (if any): Anatomy-1 (201 ANAT-2)			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus : Main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	66%
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 checked="" type="checkbox"/>	What percentage?	34%
Comments: The lecture involves : Practice good presentation techniques Effective questioning Students discussion			

B Objectives

1. What is the main purpose for this course?

This course will enable the student to:

- Define the body land marks and their relation to anatomical parts.
- Understand the relation between the different parts of the body to each other on the radiographic images.
- Describe the anatomy of upper and lower limb on the radiographic images.
- Describe the anatomy of thorax on the radiographic images.
- Describe the anatomy of abdominal structures on the radiographic images.
- Identify the level of vertebral column and describe the anatomy on the radiographic images.
- Know the radiographic anatomical structures of body parts in relation to radiographic technique.
- Compare between the anatomical structures of body parts and their function
- Describe the radiographic anatomy of skull and brain .

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)

- More assignments to be prepared.
- Soft and hard copies of PPT material to be distributed at the beginning of each class
- **Updating the textbooks.**
- **Encourage the students to see more details in web sites and reference books in the library.**
- **Discussing some selected problems in each chapter.**

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

Students in this course are expected to understand the physical appearance of anatomical parts of the human body in relation to radiographic techniques. Course includes basic knowledge of radiographic anatomy and how normal human body parts appear on the radiograph in different body positions and radiographic projections.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
❖ Introduction: Anatomical terminologies and body landmarks <ul style="list-style-type: none"> Planes of the Body & Body landmarks Terms of relation, position and movement. Terms Frequently Used in anatomy. 	1	4
❖ Upper Limb <ul style="list-style-type: none"> Hand and wrist joint. Forearm (radius & ulna) and elbow joint. 	1	4
<ul style="list-style-type: none"> Arm (Humorous) and shoulder joint. Shoulder girdle (Clavicle and scapula). 	1	4
❖ Lower Limb <ul style="list-style-type: none"> Foot and Ankle joint. Leg (tibia & fibula) and knee joint. 	1	4
<ul style="list-style-type: none"> Thigh (femur) and Hip joint. Pelvic girdle (hip bones) 	1	4
❖ Vertebral Column <ul style="list-style-type: none"> Cervical vertebrae Thoracic & Lumbar vertebrae Sacral & Coccygeal vertebrae 	1	4
❖ Thorax (1) <ul style="list-style-type: none"> Bones of thorax. Lungs & pleurae. Bronchus & Diaphragm. 	1	4
❖ Thorax (2) <ul style="list-style-type: none"> Heart. Major blood vessels 	1	4
❖ Abdomen (1) <ul style="list-style-type: none"> Liver & Biliary System. Pancreas & Spleen 	1	4

❖ Abdomen (2) (GIT)	1	4
<ul style="list-style-type: none"> • Oesophagus & Stomach. • Small Intestine&Large Intestine. 		
❖ Abdomen (3)(UT)	1	4
<ul style="list-style-type: none"> • Kidneys & Ureter • U.Bladder&Urethra. 		
❖ Abdomen (4)	1	4
<ul style="list-style-type: none"> • Male Reproductive System. • Female Reproductive System. 		
❖ Skull	1	4
<ul style="list-style-type: none"> • Cranial Bones • Facial Bones • Paranasal Sinuses(PNS) 		
<ul style="list-style-type: none"> • Radiographic images of skull 	1	4
❖ Brain	1	4
<ul style="list-style-type: none"> • Lobes of the brain. • Cerebrum & Cerebellum. • Ventricles & Brain stem. 		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30		30			60
Credit	2		1			3

3. Additional private study/learning hours expected for students per week.	2hrs /Week
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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. (Courses are 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	Label the different anatomical parts of different body regions	<ul style="list-style-type: none"> • Lectures • Assignments 	<ul style="list-style-type: none"> • Continuous evaluation. • Written mid-semester and final exam
1.2	Recognize the basis of radiological appearance of different body parts in different imaging modalities.	<ul style="list-style-type: none"> • Personal student work • Handouts • Group work and presentations 	<ul style="list-style-type: none"> • Quizzes • Interaction with the teacher in lectures.
2.0	Cognitive Skills		
2.1	Explain the anatomical parts of different body regions in the different imaging modalities.	<ul style="list-style-type: none"> • Lectures • Tutorial 	<ul style="list-style-type: none"> • Continuous evaluation. • Practical exam • Written mid-semester and final exam

2.2	Differentiate between the normal and abnormal appearance of medical images.	<ul style="list-style-type: none">• Assignments• Assisted search• Handouts and Self-study	<ul style="list-style-type: none">• Quizzes• Interaction with the teacher in lectures, practical, and tutorials.
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate the applied anatomy in the radiographic images in an ethical and respectable manner.	<ul style="list-style-type: none">• Lectures• Demonstration in anatomy museum & lab• Assisted use of radiographic Films in lab	<ul style="list-style-type: none">• Assessment of group assignment• Student presentation / seminar and discussion.
3.2	Show a teamwork spirits.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate the skills of entering and xtracting information and data in medical imaging procedures effectively.	<ul style="list-style-type: none">• Demonstration in anatomy museum & lab• Active learning• Web based assignment• Student presentation	<ul style="list-style-type: none">• Continuous evaluation.• Assessment of group assignment• Practical exam
4.2	Operate the different informational resources including the library resources and websites effectively and efficiently.		
5.0	Psychomotor		

6. 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	Mid-term written exam	7 th	20
2	Practical mid-term exam	8 th	10
3	Continuous assessment	During the course	3
4	Practical final exam	16 th	20
5	Final written exam	17 th	40
6	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)

- Two office hours per week **are offered to support students individually.**
- Student encourage to communicate on e-mail or at office
- Faculty member web page.
- Exam error analysis in class
- Feedback for each student

E Learning Resources

1. List Required Textbooks
<ul style="list-style-type: none"> • Dean, MRE. Basic Anatomy and Physiology for Radiographers. Year Book Medical Publishers [distributor]; latest edition. • Kenneth L. Bontrager. Textbook of Radiographic Positioning & Related Anatomy. C.V. Mosby; latest edition.
2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> • O'Rahilly, Muller. Basic Human Anatomy: A regional Study of Human Structure. W B Saunders Co. • Jamie Weir, Peter Abrahams. An Atlas of Radiological Anatomy. Churchill Livingstone; latest edition.

<ul style="list-style-type: none"> • EldraPeari Solomon, Introduction to Human Anatomy and Physiology. W.B. Saunders Company; latest edition. • Mallet, M. Handbook of Anatomy and Physiology for Student of Medical Radiation Technology. Burnell Company/Publishers, Incorporated.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) 1. -----
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <ul style="list-style-type: none"> • www.rtstudents.com/students/radiographic-anatomy.htm http://classes.kumc.edu/som/radanatomy/
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. <ul style="list-style-type: none"> • Lab. Notes: Will be distributed to the students by the lecturer • Multimedia associated with the text books and the relevant websites

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.) <ul style="list-style-type: none"> • Lecture room (8 x 15m) equipped with about 20 student seats, • Lab. (8 x 15 m) equipped with about 20 student seats.
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • White Board, computer, Data Show , Overhead projector and laptop.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • Library, and Seminar Room and Wi-Fi internet connections

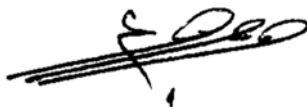
G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • University online students survey (per semester) • Interviewing students about their learning experience • Benchmarking the individual students' mark in the course vs. their GPA
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Teaching is evaluated through: <ul style="list-style-type: none"> • Student assessments • Peer review • Evaluation of head department • Self-evaluation & the instructor responses

<ul style="list-style-type: none"> • Course report is provided every semester and improvement plans due to these sources.
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Program learning outcomes are reviewed • Courses specifications • Student questionnaires • Courses and program reports • Independent evaluation of the program • Workshops held by skills development unit • Annual reports of External Examiner
<p>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)</p> <ul style="list-style-type: none"> • Check marking of final exam papers by peer review • Open discussion with a peer staff on the content of the exams and the students.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> • Regular meeting with a Peer reviewer • Regular department committee review • Regular program committee review • Study the results of the course learning outcome assessment • The department provides a continuous internal review. • Continuous support and monitoring by learning & teaching committee of quality and development deanship.

Name of instructor: Alfatih Hassan Albadri

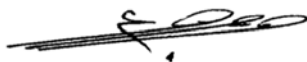
Signature:



Date Report Completed: 03/07/1438 H

Received by: Dr. Alfatih Hasan AlbadriS Program coordinator

Signature:



Date: 03/07/1438 H

Name of Instructor: Dr. Nagla Hussien

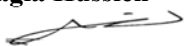
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Date Report Complete: 25/07/1438 H

Name of Course Instructor Dr. Nagla Hussien

Signature:



Date Report Complete: 25/07/1438 H

Program Coordinator :Dr. . Mawahib sayed ahmed Aldosh

Signature:



Date Received : 09/ 08/1438