|  |  |
| --- | --- |
| **Course Title:** | **Medical Terms** |
| **Course Code:** | **605جسطب-3** |
| **Program:** | **Medical Records Diploma** |
| **Department:** | **Medical Records** |
| **College:** | **Deanship of Community Service & Continuing Education** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **First Level** | | | | |
| **4. Pre-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 42 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 42 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **42** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description |
| This course is a basic study of the professional language of medicine. It includes word construction, pronunciation, spelling, definition and use of terms related to some areas of medical science, hospital service and health related professions. It introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems-approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be enumerated.  ***Benchmark:***  CEFR Level A1 & SAQF\* Level 6  \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framewor****k* |
| 2. Course Main Objective |
| This course aims at providing students with the basic knowledge of some medical topics in order to be able to communicate with health care professionals utilizing proper medical terminology. It focuses on helping students to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking and writing, relating to medical topics, including, hospital employees, parts of the body, patient care, common illnesses and career options, etc. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Demonstrate the knowledge of medical terms regarding basic body anatomical structure and organization. |  |
| 1.2 | Determine the main ideas or conclusions of a health-related text, vocabulary, pathology, diagnostic and therapeutic medical terms and abbreviations related to different body systems. |
| 1.3 | Analyze complex concepts, processes or information presented in a text by paraphrasing it in simpler but still accurate terms. |
| **2** | **Skills :** |  |
| 2.1 | Explain the different medical terminology used in the medical and physical therapy fields using correct English. |  |
| 2.2 | Compare and contrast the documents found in a medical record and the importance of confidentiality. |
| 2.3 | Demonstrates appropriate communication skills in exams, assignment and discussions that meet the outlined requirements for the class. |
| **3** | **Values:** |  |
| 3.1 | Initiate and participate effectively using appropriate medical terminology in collaborative discussions surrounding medical legal/ethical issues. |  |
| 3.2 | Demonstrate appropriate behavior with other health professional members. |
| 3.3 | Act with responsibly in personal and professional situations. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Hospital departments** | 3 |
| 2 | **Hospital staff** | 3 |
| 3 | **Hospital equipment** | 3 |
| 4 | **Parts of the body 1** | 3 |
| 5 | **Parts of the body 2** | 3 |
| 6 | **Parts of the body 3** | 3 |
| 7 | **Respiratory system** | 3 |
| 8 | **Circulatory system** | 3 |
| 9 | **Digestive system** | 3 |
| 10 | **First aid** | 3 |
| 11 | **Common abbreviations** | 3 |
| 12 | **Measurements** | 3 |
| 13 | **Administering medication** | 3 |
| 14 | **Describing frequency**  **Maintaining hygiene** | 3 |
| **Total** | | 42 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Demonstrate the knowledge of medical terms regarding basic body anatomical structure and organization. | Brain storming  Task based activities  Record important information-note taking | Oral presentation  Quiz  Worksheets  Exams |
| 1.2 | Determine the main ideas or conclusions of a health-related text, vocabulary, pathology, diagnostic and therapeutic medical terms and abbreviations related to different body systems. | Question and Answer method, Task based,  Brainstorming, Grammar rules and practice. | Classroom activities Quiz  Assignments |
| 1.3 | Analyze complex concepts, processes or information presented in a text by paraphrasing it in simpler but still accurate terms. | Task based activities  Question and answer method.  Instructions  Demonstration | Classroom activities Quiz  Slip-Test  Exams |
| **2.0** | **Skills** | | |
| 2.1 | Explain the different medical terminology used in the medical and physical therapy fields using correct English. | Brain storming  Picture identification  Picture -Description  Identify highlighted words  Question and Answer method | Oral presentation  Activities  Assessment- oral  Assignment |
| 2.2 | Compare and contrast the documents found in a medical record and the importance of confidentiality. | Instructions  Role play  Listen and Talk activity | Classroom activities Quiz  Slip-Test  Exams |
| 2.3 | Demonstrates appropriate communication skills in exams, assignment and discussions that meet the outlined requirements for the class. | Instructions  Role play  Listen and Talk activity | Oral presentation |
| **3.0** | **Values** | | |
| 3.1 | Initiate and participate effectively using appropriate medical terminology in collaborative discussions surrounding medical legal/ethical issues. | Instruction and  Guidance to learn and practice healthy attitudes and behavior | Assessment  Activities |
| 3.2 | Demonstrate appropriate behavior with other health professional members. | Guidance-Teamwork and individual responsibility | Assessment  Quizzes- pair work |
| 3.3 | Act with responsibly in personal and professional situations. | Guidance – Instruction  Ethical standard behavior | Group-work Participation grades |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Attendance + Participation + Assignments | Throughout the semester | 30% |
| **2** | Mid-term exam | 8 | 20% |
| **3** | Final exam | 15 | 50% |
| **4** | **Total** |  | **100%** |

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

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Students can meet faculty members for consultation and advice during their office hours. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Career Paths: Medical, Book 1 Virginia Evans et. al. (2012)**  **Express Publishing**    -Improves English communication in a work environment.  -Incorporates career-specific vocabulary and contexts.  -Offers step-by-step instruction that immerses four key language components.  -A variety of realistic reading passages.  -Career-specific dialogues  -Guided speaking and writing exercises |
| **Essential References Materials** | **Medical Dictionary of Health Terms.** |
| **Electronic Materials** | **http://www.expresspublishing.co.uk** |
| **Other Learning Materials** | **CDs of listening material** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Spacious classroom |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Speakers (for audio) * Audio player and recorder * OHP |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Whiteboard of good quality (to be used as a screen for playing videos as well) * Whiteboard markers |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching | Students and Faculty | Direct & Indirect |
| Effectiveness of evaluation | Students and Faculty | Direct & Indirect |
| Extent of achievement of course learning outcomes | Peer Reviewers | Indirect |
| Quality of learning resources | Students and Faculty | Direct & Indirect |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance & Accreditation Unit, English Language Institute |
| **Reference No.** | JU/ELI/QAU/CS/DCSCE/605 |
| **Date** | 20/11/2020 |