Course Specification
(Bachelor)

Course Title:	PRIMARY HEALTH CARE (2025-2026)
Course Code:	MED 461
Program:	General Medicine Practice
Department:	Community Medicine
College:	Batterjee Medical College/ Jeddah Branch
Institution:	Batterjee Medical College for Science and Technology
Version:	1
Last Revision Date:	25 August 2025

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A. General information about the course:

1. Course Identification

1. Credit hours: (4)					
2. Course type					
A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: 1st Level/ Fourth year (M3)					
4. Course general Description:					

The block will be conducted in the fourth year M3 in the first semester, its duration is 4 weeks. Credit hours are 4 hours, contact hours are 54 and learning hours are 160. It covers topics related to primary healthcare health services. It depends on basic knowledge acquired in M1 and M2. The block learning outcome is achieved through a student centered curriculum which depends upon case scenarios that activate critical thinking and brain storming and motivate the students for self-study to come up with their learning outcomes and objectives

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

Students should have passed M2 successfully

- Cognition & Action I & II
- Digestion & Defense I & II
- Respiration & Circulation I & II
- Regulation & Integration I & II
- Growth & Development I & II

6. Co-requisites for this course (if any)**:**

NA

7. Course Main Objective(s):

To enable students to acquire basic knowledge and skills related to the primary health care services. Also, to prepare them to be a general practitioners after graduation.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	27	**54%**
2	E-learning	0	**0**
3	Hybrid • Traditional classroom • E-learning	0	**0**
4	Distance learning	0	**0**
5	Others (Skill Lab, CBL, Field visits)	23	**46%**

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	**27**
2.	**Laboratory/Studio**	**0**
3.	**Field**	**9**
4.	**Tutorial**	**8**
5.	**Others (Specify) CSL**	**6**
	Total	**50**

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	Knowledge and understanding				
1.1	Recognize the concepts of health care system with emphasis on primary health care.	**1.3**	Lecture CBL	**Written Exam:** MCQs **Assignment assessment rubrics**	SDG **3,7**
1.2	Describe the medical care provided to the vulnerable groups (Maternal, Child and Geriatrics) at PHC level.	**1.3**	Lecture CBL	**Written Exam: MCQs** **Assignment rubrics**	SDG **3,5,10**
1.3	Explain the principles of local endemic diseases prevention and nosocomial infections	**1.3**	Lecture CBL	**Written Exam:** MCQs **Assignment assessment rubrics**	SDG **6,12**
1.4	Identify the principles of occupational and mental health.	**1.3**	Lecture CBL	**Written Exam:** MCQs	SDG **8**

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
				Assignment assessment rubrics	
1.5	Discuss the principles of some epidemiological tools.	**1.3**	Lecture CBL	**Written Exam:** MCQs **Assignment assessment rubrics**	SDG **1,3,17**
2.0	Skills				
2.1	Assess common childhood illnesses according to the IMCI guidelines	**2.1**	CSL	**OSCE**	SDG **10**
2.2	Report the quality of conduction and provision of PHC services to customers.	**2.2**	Lecture, Field Visits	**Field visits report evaluation**	SDG **4**
2.3	Demonstrate effective interpersonal communication with colleagues and instructors	**2.2**	CBL, Field visits	**Field visits report evaluation Professional behavior assessment**	SDG **4**
3.0	Values, autonomy, and responsibility				
3.1	Demonstrate ethical conduct regarding patient's rights & responsibilities and issues in preventive medicine.	**3.1**	CBL	**Written Exam:** MCQs	SDG **1,10**
3.2	Show commitment to educating oneself and colleagues.	**3.1**	CBL	**Professional behavior assessment**	SDG **4**
3.3	Demonstrate professional behavior and attitude with colleagues	**3.1**	CBL	**Professional behavior assessment**	SDG **4**
3.4	Practice being an effective team player and practice the leadership skills.	**3.1**	CBL	**Professional behavior assessment**	SDG **8**

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1	Health Care System	**3**	SDG **3,7**
2	Primary Health Care	**1**	SDG **1,3**
3	Maternal Health (post-natal care and fertility control methods)	**5**	SDG **3,5**
4	Child Health (Immunization, breast and formula feeding, maculopapular rash, measles and rubella, school health)	**6**	SDG **2,3**
5	Principles geriatric health	**1**	SDG **3,10**
6	Health hazards of water contamination	**1**	SDG **6**
7	Prevention and control of malaria and dengue fever	**4**	SDG **6**
8	Nosocomial infections	**2**	SDG **12**
9	Occupational hazards	**1**	SDG **8**
10	Demography and normal distribution	**1**	SDG **1**
11	Investigations of epidemics	**2**	SDG **3**
12	Disease screening and test validity	**1**	SDG **17**
13	Disease surveillance	**1**	SDG **17**
14	Integrated Management of Childhood Illness (IMCI) (sessions I, II and III).	**6**	SDG **10**
15	Communication Skills in Medicine	**2**	SDG **4**
16	Effective interpersonal communications	**1**	SDG **4**
17	Patient rights and responsibilities	**1**	SDG **10**
18	Ethical aspects in preventive medicine.	**1**	SDG **1**
19	Health education	**1**	SDG **4**
20	Field visits	**9**	SDG **4**
	Total	**50**	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Worksheet	2nd	Formative
2	Midblock exam	3th	15%
3	Professional behavior	3rd	Formative
4	Assignment (group project)	4th	5%
5	Professional behavior	4th	5%
6	Final block Exam	5th	45%
7	Report writing	At the end of the block	10%
8	OSCE	At the end of the block	20%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	**Community Medicine:** • **Maxcy-Rosenau-Last Public Health and Preventive Medicine:** 5th Ed. (Public Health and Preventive Medicine (Maxcy-Rosenau). **Pediatrics** • **Nelson Textbook 20th edition** **OBS/GYNE** • **Usmle Step 2 Ck Obstetrics & Gynecology,** Kaplan Medical: Fertility Control. Gynecology **Pharmacology:** • **Lippincott Illustrated Reviews: Pharmacology.** Karen Whalen, 6th Edition 2015. **Microbiology:** • **Levinson W (2017): Review of Medical Microbiology & Immunology,** 14th Ed., McGraw-Hill Companies, Inc. ISBN: 978-0-07-181812-4
Supportive References	• **Community Medicine with recent advances,** 4th ed 2017.
Electronic Materials	• **www.cdc.org** • **www.who.org** • **https://www.amboss.com/int** • **AMBOSS**
Other Learning Materials	**PowerPoint presentations of the lectures**

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture halls for female and male students Blackboard APP (optional) Skill-lab (capacity 25-30) for female and male students Tutorial classroom: 10-15 students
Technology equipment (projector, smart board, software)	Data show, Smart board , soft ware
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program head	Indirect (Peer Evaluation Survey)
Effectiveness of students assessment	Effectiveness of assessment	Assessment committee
Quality of learning resources	Quality of learning resources	Students –staff
The extent to which CLOs have been achieved	Block Director:	Direct (ExamSoft® Report)
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**GENERAL MEDICINE PRACTICE PROGRAM COUNCIL MEETING**
REFERENCE NO.	**# 76**
DATE	**3RD SEP 2025**

APPROVAL

Prepared By	**Dr Ehab Aboualy**	**Reviewed By**	**Dr UmmeSalma M. Rehan**	**Approved By**	**Dr Abdullah AlMilaibary**
Job Title	Head of the Block	**Job Title**	Program Quality Team Member	**Job Title**	Head of the Program
Date	25-08-2025	**Date**	31-08-2025	**Date**	03-09-2025
Signature		**Signature**		**Signature**	

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024
TP-153

Course Specification
(Bachelor)

Course Title:	Nutrition
Course Code:	NUTR291
Program:	Nursing
Department:	Clinical Biochemistry
College:	Batterjee Medical College
Institution:	BMC
Version:	2
Last Revision Date:	27.01.2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)					
2. Course type					
A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☐Required		☐Elective		
3. Level/year at which this course is offered: (N1)					
4. Course general Description:					
Nutrition course is designed for developing abilities in Nursing students to understand the basics of nutrition. This course incorporates reading, self-learning, research and critical thinking related to nutrition. Emphasis is placed on the structure of the main constituents of the human diet. The course concentrates upon how the diet and nutrition can affect the health and the treatment of the patients. It also demonstrates the different ways to deliver the nutrition according to the health status of the patient.					
5. Pre-requirements for this course (if any)**:**					
Basic knowledge of Biology					
6. Co-requisites for this course (if any)**:**					
Basic knowledge of Biology					
7. Course Main Objective(s):					
The main objective of this course is to understand the structure of the main components of the human diet, how to evaluate the nutritional status of the patient and how to identify the nutritional needs of patients in different clinical problems and of different age groups.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	-	-
2	E-learning	30	100%
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	30
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others (self-study)**	30
Total		60

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Discuss the significance and the biological value of the main dietary macromolecules in health, and importance of food storage	K1. Describe the knowledge gained from biomedical science	Interactive Lectures	• MCQ
1.2	Identify appropriate dietary guidelines across the lifespan during pregnancy, lactation, pediatric and geriatric clients, and discuss various feeding methods	K1. Describe the knowledge gained from biomedical science	Interactive Lectures	• MCQ
1.3	Determine interventions needed to provide adequate nutrition for clients with specific chronic clinical disorders including diabetes, cardiovascular disease, renal insufficiency, and hepatic insufficiency	K1. Describe the knowledge gained from biomedical science	Interactive Lectures	• MCQ
2.0	**Skills**			
2.1	Utilize information technology in nursing practice and research	S2. Utilize information technology in nursing practice and research.	Student prepared assignment	Assignment
2.2	Evaluate anthropometric	S3.	Interactive Lectures	• MCQ

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	measurements to optimize health outcomes			
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate interdisciplinary collaboration while developing patient and family teaching plans for healthy nutrition	V2. Demonstrate leadership, collaboration and teamwork skills in nursing practice.	Student prepared assignment	Assignment

C. Course Content

No	List of Topics	Contact Hours	SDG aligned
1.	Nutrition screening	2	SDG 2 SDG 3
2.	Carbohydrates	2	SDG 2 SDG 3
3.	Proteins	2	SDG 2 SDG 3
4.	Lipids and Food storage	2	SDG 2 SDG 3
5.	Vitamins	2	SDG 2 SDG 3
6.	Minerals	2	SDG 2 SDG 3
7.	Energy Balance	2	SDG 2 SDG 3
8.	Guidelines for Healthy Eating	2	SDG 2 SDG 3
9.	Healthy Eating for Healthy Babies	2	SDG 2 SDG 3
10.	Nutrition for infant children & Adolescents and elderly	2	SDG 2 SDG 3
11.	Feeding patients	2	SDG 2 SDG 3
12.	Nutrition in Renal Diseases	2	SDG 2 SDG 3
13.	Obesity & Eating disorder	2	SDG 2

			SDG 3
14.	Nutrition for patients with Upper Gastrointestinal Disorders	2	SDG 2 SDG 3
15.	Nutrition for patients with Diabetes Mellitus	2	SDG 2 SDG 3
Total		30	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score	
1.	Quiz 1	6th	20%	SDG 2 SDG 3
2.	Quiz 2	11th	20%	SDG 2 SDG 3
3.	Assignment	13th	10%	SDG 2 SDG 3
4.	Continuous assessment	-	10%	SDG 2 SDG 3
5.	Final exam	16th	40%	SDG 2 SDG 3

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Dudek, S.G. (2010). Nutrition essentials for nursing practice (7th edition).
Supportive References	Lipincott's Illustrated Reviews: Biochemistry (7th edition).
Electronic Materials	List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) www.nutrition.org
Other Learning Materials	Lectures delivered in the class

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture halls for female and male students (Available)
Technology equipment (projector, smart board, software)	Projector and white board (Available)
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Student	**Indirect** Course evaluation survey
	Peer reviewer (faculty or program leader)	**Indirect** Peer review evaluation
Effectiveness of students assessment	Faculty	**Direct** Course learning outcomes assessment (course report)
Quality of learning resources	Faculty, Program leaders and students	**Indirect** Library faculty satisfaction survey Library student satisfaction survey
The extent to which CLOs have been achieved	Faculty	**Direct** Course learning outcomes assessment (Quizzes, Final exam, and assignments)
Other		

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)

G. Specification Approval

COUNCIL /COMMITTEE	Nursing Program Council
REFERENCE NO.	NPC_MOM# 4- 2025-2026
DATE	5-01-2026

APPROVAL

Prepared By	Dr. Shakeel	Reviewed By	Dr. Nadia Hassan	Approved By	Dr. Wafaa Aljohani
Position	Course coordinator	Position	Quality Coordinator	Position	Head of the program
Date	27.01.2026	Date	13.01. 2026	Date	
Signature	Shakeel	signature		Signature	

Course Specification
(Bachelor)

Course Title:	Forensic Medicine and Toxicology (2025-2026)
Course Code:	MED 462
Program:	General Medicine Practice
Department:	Pathology / Pharmacology
College:	Batterjee Medical College / Jeddah Branch
Institution:	Batterjee Medical college or Science and Technology
Version:	1
Last Revision Date:	25 August 2025

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A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours)

2. Course type

A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		

3. Level/year at which this course is offered: 2nd Sem - M3 / Fourth year

4. Course general Description:

The course is designed to introduce medical students to the essential principles and applications of forensic medicine. This course provides an overview of how medical knowledge is applied in legal contexts, emphasizing the role of physicians in the investigation of crimes, determination of cause of death, and collaboration with the legal system.

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

Students should have passed M2 successfully:
- Cognition & Action I & II
- Digestion & Defense I & II
- Respiration & Circulation I & II
- Regulation & Integration I & II
- Growth & Development I & II

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

N/A

7. Course Main Objective(s):

- Understand the meaning of cause, manner, and mechanism of death.
- Understand the implications of different manners of death
- Discuss the role of the doctor in filling death certificate
- Describe changes after death
- Define different types of wounds and injuries and discuss their implication
- Define and discuss signs of asphyxia and discuss different types of asphyxia
- Understand main principles of toxico-kinetics &-dynamics

- Illustrate main mechanism of actions, indications and clinical features of drug toxicity and overdose
- Explain main concepts of management in drug toxicity and overdose

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	**45**	**100 %**
2	E-learning	0	0
3	Hybrid • Traditional classroom • E-learning	0	0
4	Distance learning	0	0

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	**30**
2.	**Laboratory/Studio**	**15**
3.	**Field**	**0**
4.	**Tutorial**	**0**
5.	**Others (specify)**	**0**
Total		**45**

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDG's
1.0	**Knowledge and understanding**				
1.1	Describe the basic concepts of forensic medicine	1.1	Lectures, Practical session	Written Exams: MCQs	SDG3,4,16

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDG's
1.2	Recognize the main concepts of drug toxicity and overdose	1.2	Lectures	Assignment Written Exam: MCQs	SDG3,4,14
2.0	**Skills**				
2.1	Apply the principles of forensic medicine in practice	2.5	Practical session	OSPE	SDG3,11,14, 16
3.0	**Values, autonomy, and responsibility**				
3.1	Demonstrate leadership and effective group work with colleagues and staff	3.1	Role Models	Assignment	SDG3,4,17

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
Forensic Medicine			
1.	**Medical aspects of death**	**4**	**SDG3,16**
2.	**Death certification**	**4**	**SDG16,4,3**
3.	**Methods of identification**	**4**	**SDG3,11,14, 16**
4.	**Changes after death**	**4**	**SDG3**
5.	**Classification and assessment of injuries**	**4**	**SDG3,16**
6.	**Firearm injuries**	**4**	**SDG3,16**
7.	**Nonphysical injuries**	**4**	**SDG3,5,16**
8.	**Asphyxia**	**2**	**SDG3,4,14,16**

Toxicology			
1.	**Management of CNS Stimulant Toxicity - I**	**2**	**SDG3,14**
2.	**Management of CNS Stimulant Toxicity - II**	**2**	**SDG3,14**
3.	**Management of Analgesics Toxicity - I**	**2**	**SDG3,14**
4.	**Management of Analgesics Toxicity - II**	**2**	**SDG3,14**
5.	**Management of sedatives Toxicity - I**	**2**	**SDG3,14**
6.	**Management of sedatives Toxicity - II**	**1**	**SDG3,14**
7.	**Management of Common Drug Overdose -I**	**2**	**SDG3,14,16**
8.	**Management of Common Drug Overdose -II**	**2**	**SDG3,14,16**
Total		**45**	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	6th	20%
2.	Assignment / Research	13th	10%
3.	Final theoretical test	17th	50%
4.	OSPE	16th	20%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• Jason Payne-James, Richard Martin Jones (2019): **Simpson's Forensic Medicine;** 14th Edition, ISBN no 9781315157054. • Karen Whalen (2022) : **Lippincott's Illustrated Reviews: Pharmacology;** 14th Edition, ISBN no 978-1975170554

Supportive References	• Todd W. Vanderah (2023) **: Katzung's Basic and Clinical Pharmacology;** 14th Edition, ISBN no 978-1260463309
Electronic Materials	• Saudi Digital Library • Web-sites according to the required material needed by students • Pub-Med free articles
Other Learning Materials	• Handouts of Lecture Power point presentations • Recorded Lectures at Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom Separate Laboratory (capacity 25-30) for female and male students
Technology equipment (projector, smart board, software)	Data show, Lecture Hall computer Internet server
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Peer Reviewers, Head of the program	Indirect by Peer evaluation survey
Effectiveness of students' assessment	Assessment committee	Direct (Item Analysis Report)
Quality of learning resources	Students –staff	Indirect by course evaluation survey
The extent to which CLOs have been achieved	Block Direct	Direct by (ExamSoft® Report)

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**GENERAL MEDICINE PRACTICE PROGRAM COUNCIL MEETING**

REFERENCE NO.	**# 76**
DATE	**3RD SEPTEMBER 2025**

APPROVAL

Prepared By	**Dr. Aisha Tabassum**	**Reviewed By**	**Dr Umme Salma M. Rehan**	**Approved By**	**Dr Abdullah AlMilaibary**
Job Title	Head of the Block	**Job Title**	Program Quality Team Member	**Job Title**	Head of the Program
Date	25-08-2025	**Date**	28-08-2025	**Date**	03-09-2025
Signature		**Signature**		**Signature**	

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAA

2024
TP-153

Course Specification
(Bachelor)

Course Title:	Woman's Health
Course Code:	PT 409
Program:	Physical Therapy Program
Department:	Physical Therapy
College:	BMC
Institution:	BMC
Version:	2024 TP-153
Last Revision Date:	18 December 2025

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A. General information about the course:

1. Course Identification

1. Credit hours: (1)					
2. Course type					
A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (PT3/Fourth)					
4. Course general Description:					
This provides demonstration and practice of the evaluative and fundamental physical management procedures used in gynecology & obstetrics. Explain the benefits of exercise during pregnancy and surgical conditions will be covered. The course focuses on classifying different diseases in gynecology.					
5. Pre-requirements for this course (if any)**:**					
Non					
6. Pre-requirements for this course (if any)**:**					
Non					
7. Course Main Objective(s):					
By the end of the course, the students will be able to: • **Describe changes that occur during pregnancy.** • **Explain the benefits of exercise during and after pregnancy.** • **Describe postnatal physical therapy measures in normal childbirth and caesarian section** • **Explain physical therapy management for different obstetric disorders.**					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	1	100%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours

1.	**Lectures**	1
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others (specify)**	-
Total		15

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	**Knowledge and understanding**				
1.1	Explain the anatomical and physiological changes that occur throughout pregnancy, childbirth, and the postpartum period.	**1.1**	Lectures, Discussions, and Presentations	• Quizzes • Class presentations • Research papers • Final written exam	SDG3,5
1.2	Describe the etiology, risk factors, and treatment of obstetric disorders such as pelvic floor dysfunction, uterine prolapse, and stress urine incontinence.	**1.1**			SDG3,5
1.3	Analyze the importance of preventive measures and rehabilitation strategies during antenatal, postnatal, and during pregnancy time.	**1.2**			SDG3,5
1.4	Recognize physical therapy management for gynecological conditions.	**1.2**			SDG3,5
2.0	**Skills**				

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
2.1	Interpret information related to gynecology and obstetrics to de demonstrate different obstetrical and gynecological clinical cases	2.2	• Lectures/teaching students how to read attentively and critically. • Class discussions/teaching students to think independently and engage in group discussions. • Small group seminars Group assignments, the most effective learning strategy comes from the student explaining, discussing, and defending his own ideas with his peers.	• Presentations • Research papers • Periodical exams • Group assignment • Case Studies • Active class participation reflects the student's ability to keep up with the reading schedule. • Performance on periodical and final exams is evidence of the student's ability to recollect and synthesize information.	SDG3
2.2	Collect data related to physical therapy for gynecology and obstetrics using information technology and library resources to solve problems	2.4			SDG3
2.3	Design physical therapy rehabilitation program needed in the management of obstetrical and gynecological disorders.	1.2			SDG3
3.0	**Values, autonomy, and responsibility**				
3.1	Cooperate effectively as a member of a team and participate constructively in groups	3.1	• Encourage students to make extensive use of material on the web. • Encourage students to consult the specialist in the computer lab for help on web-based material. Demand the use of PowerPoint, and Microsoft office when giving presentations	Students are evaluated regarding their behavior, numerical and communications skills during assignment & presentations	SDG17
3.2	Value the ethics and respect for teachers, colleagues	3.2			SDG3

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping

1.	Introduction to obstetrics & gynecology	1	SDG3
2.	Anatomy	1	SDG3
3.	Pregnancy	1	SDG3,5
4.	High-risk pregnancy	1	SDG3,5
5.	Normal labor	1	SDG3,5
6.	Normal labor 2	1	SDG3,5
7.	Pre and postnatal exercises	1	SDG3,5
8.	Pre and postnatal exercise's part II	1	SDG3,5
9.	Cesarean section	1	SDG3,5
10.	Diastasis recti abdominis	1	SDG3,5
11.	Stress incontinence	1	SDG3,5
12.	Uterine prolapse	1	SDG3,5
13.	Hysterectomy	1	SDG3,5
14.	Student's assignment discussion	1	SDG3
15.	Revision	1	SDG3
Total		15	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm	As per calendar	20%
2.	Continuous assessment	As per calendar	10%
3.	Assignment	As per calendar	20%
4.	Final written exam	As per calendar	50%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• O'Sullivan SB., 2006. Physical Rehabilitation, JYAPEE • Studd J., 2003. Progress in Obstetrics and Gynaecology, Textbook, Churchill Livingstone Norwitz, E.R. and Schorge, J.O., 2013. Obstetrics and Gynecology at a Glance. John Wiley & Sons.

Supportive References	• Kisner C, Colby LA., 2012. Therapeutic Exercise: Foundations and Techniques., F. A. Davis Company Porter S., 2013. Tidy's physiotherapy. Edinburgh London New York Oxford Philadelphia st Louis Sydney Toronto.
Electronic Materials	www.pubmed.com - www.emedicine.com, Journal of Obstetrics and Gynaecology
Other Learning Materials	Staff Handout

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be large enough to accommodate the students. The internet and WiFi should be good to demonstrate the lecture.
Technology equipment (projector, smart board, software)	• Computers Data Show
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty, Program Head	Indirect- Peer Evaluation of Classroom Performance
Effectiveness of Students assessment	Assessment Committee	Direct- analysis of quizzes, exam results
Quality of learning resources	Faculty, Program Head	Direct, Indirect
The extent to which CLOs have been achieved	Students, faculty	Indirect- Course Evaluation Survey to obtain the feedback of the students. -Program Evaluation Survey -Exam evaluation survey
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**PHYSICAL THERAPY COUNCIL COMMITTEE**
REFERENCE NO.	**156**
DATE	**DEC 18, 2025**

APPROVAL

Prepared By	**Dr. Olfat Ibrahim Ali**	Reviewed By	**Dr. Usman T**	Approved By	**Dr. Ali Osman**
Job Title	Course coordinator	Job Title	Quality coordinator	Job Title	Program Head
Date	29 Dec 2025	Date	30 Dec 2025	Date	30 Dec 2025
Signature		Signature		Signature	

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission
اعتماد NCAAA
2024
TP-153

Course Specification
(Bachelor)

ETEC.GOV.SA
ETECKSA

Course Title:	Ethics of Physical Therapy
Course Code:	PT 410
Program:	Physical Therapy
Department:	Physical Therapy
College:	Batterjee Medical College (BMC)
Institution:	Batterjee Medical College (BMC)
Version:	T P - 153
Last Revision Date:	14 – 12 - 2025

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A. General information about the course:

Course Identification					
1. Credit hours:					
2. Course type					
a.	University ☐	College ☒	Department☒	Track☐	Others☐
b.	Required ☒	Elective☐			
3. Level/year at which this course is offered: 4th year (PT3)					
4. Course general Description This course focuses on ethics in health-related professions with a concentration in physical therapy. It offers the student the basic ethical principles of medical and rehabilitation work as a team. It sheds light on the role of each member in ethics related to research and clinical practice.					
5. Pre-requirements for this course (if any):					
6. Co- requirements for this course (if any):					
7. Course Main Objective(s) Learn a process of analytic thought to resolution of ethical dilemmas through exploring problems students are likely to face in their practice, ethical principles, professional codes, moral norms, standards and requirements in regulations, sensitivity to multiple perspectives, and the controversial nature of many ethical issues.					

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	15	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	SDG
1.0	Knowledge and understanding				
1.1	Identify the principles, foundations and code of ethics in physical therapy practice.	K2	1. Direct instruction 2. Interactive instruction 3.Experiential learning	1. Theoretical examinations (1st quiz, 2nd quiz & final) 2. Assignments (individual/ group) (Individual/ group)	SDG - 16
1.2	Recognize the ethical consideration of the patient and the physical therapist.	K3	1. Direct instruction 2. Interactive instruction 3.Experiential learning	1. theoretical examinations (1st quiz, 2nd quiz, final)	SDG - 16
2.0	Skills				
2.1	Apply critical thinking and problem-solving skills in ethical dilemmas for Physical therapy practice.	S3	1. Direct instruction 2. Interactive instruction 3. Experiential learning	1. Theoretical examinations (1st quiz, 2nd quiz, final).	
3.0	Values, autonomy, and responsibility				
3.1	Utilize the ethical principles & code of ethics in physical therapy practice, education and research.	V2	1. Direct instruction 2. Interactive instruction	1. Theoretical examinations (1st quiz, 2nd quiz, final) 2. Assignments (Individual/ group)	SDG -16

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	SDG
				3. Oral presentations (Individual/ group)	
3.2	Apply ethical consideration in all aspects of physical therapy profession.	V4	1. Direct instruction 2. Interactive instruction	1. Theoretical examinations (1st quiz, 2nd quiz, final) 2. Assignments (Individual/ group) 3. Oral presentations (Individual/ group).	

C. Course Content

No	List of Topics	Contact Hours	SDG
1.	Orientation & Course overview	1	
2.	Introduction to Medical ethics	1	
3.	Ethics of the Profession	1	SDG 16
4.	Principles & Foundation of Medical Ethics	1	SDG 16
5.	Code of ethics of Physical Therapy	1	SDG 16
6.	Code of ethics of Physical Therapy	1	SDG 16
7.	Code of ethics of Physical Therapy	1	SDG 16
8.	Benefits of Physical Therapy	1	SDG 3
9.	Essential qualification of Physical Therapist	1	SDG 3, SDG 16
10	Essential qualification of Physical Therapist (Cond.)	1	SDG 3, SDG 16
11	Physical Therapist and patient relationship	1	SDG 3, SDG 16
12	Physical Therapist and patient relationship (Cond.)	1	SDG 3, SDG 16
13	Rights and responsibilities of Physical Therapy patients	1	SDG 3, SDG 16
14	Rights and responsibilities of Physical Therapy patients (Cond.)	1	SDG 3, SDG 16
15	Ethical consideration in Physical Therapy Research	1	SDG 3, SDG 16
Total		15	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (In week no)	Percentage of Total Assessment Score
1.	1st quiz	Week - 5	15 %
2.	2nd quiz	Week - 10	15 %
3.	Course Mini project	Week - 12	10 %
4.	Assignment	Week - 13	10 %
5.	Final exam	As scheduled by BMC	50 %

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Reid, T.R. (2009).The healing of America: A global quest for better, cheaper and fairer health care. New York: The Penguin Press. Asch, A. (2001). Disability, bioethics and human rights. In Albrecht, G., L., Seelman, K.D., Bury, M. (Eds.) Handbook of disability studies. Thousand Oaks, CA: SAGE. Balcazar, F.E. et al (2010). Race, culture and disability: Rehabilitation science and practice. Boston: Jones and Bartlett. Basnett,I.,(2001) Health care professionals and their attitudes toward decisions affecting disabled people. Albrecht, G., L., Seelman, K.D., Bury, M. (Eds.) Handbook of disability studies. Thousand Oaks, CA: SAGE. Beauchamp, T.L., Childress, J.F. (2009). Principles of biomedical ethics. 6th ed. N.Y.: Oxford University Press.
Supportive References	Corey, G., Corey, M., Callanan, P. (2007) Issues and ethics in the helping professions. Australia: Brooks/Cokle, Harman, L.B. (2006). Ethical challenges in the management of health information. Gaithersburg, MD: Aspen Publishers, Inc. Johnson, D.G. (2011). Computer Ethics. 4th ed. Ohio: Prentice-Hall. Koocher, G.P. and Keith-Spiegel, P. (2008). Ethics in psychology: Professional standards and cases. (3nd ed.). New York: Oxford University Press. Kornblau, B.L. & Starling, S.P.(2000). Ethics in rehabilitation: A clinical perspective. Thorofare, N.J.: Slack. Macrina, F.L. (2000). Scientific integrity: An introductory text with cases. (2nd ed.) Washington, D.C.: American Society for Microbiology Morrison, E.E. (2009). Health care ethics: Critical issues for the 21st century. Boston: Jones and Bartlett. Penslar, R.L. (Ed.). (1995). Research ethics: Cases & materials. Bloomington and Indianapolis, Indiana: Indiana University Press. Veatch, R.M. & Flack, H.E. (1997). Case studies in allied health ethics. Upper Saddle River, NJ: Prentice Hall.

	List of Recommended Websites: http://philpapers.org/browse/applied-ethics http://philpapers.org/browse/health-care-ethics http://philpapers.org/browse/medical-ethics http://philpapers.org/browse/business-ethics http://philpapers.org/browse/engineering-ethics http://philpapers.org/browse/technology-ethics http://www.thehastingscenter.org/Default.aspx http://ohsr.od.nih.gov/guidelines/index.html (U.S. Dept. HHS, HSR and ethical guidelines, important organizations) http://onlineethics.org/ (managed by the Center for Ethics Engineering and Society (CEES) at the National Academy of Engineering
Electronic Materials	All other course material will be housed on BMC eLMS (electronic Learning Management System) and other electronic resources and will be assigned for review at appropriate times during the semester.
Other Learning Materials	TBD as needed

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Lecture room
Technology equipment (projector, smart board, software)	• Computer access • Data show projector • Smart board
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

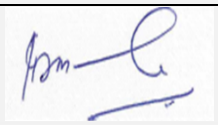
Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Effectiveness of teaching	Students
Effectiveness of student's assessment	Effectiveness of teaching	Instructor
Quality of learning resources	Quality of learning resources and teaching	HOP/peers/colleagues
The extent to which CLOs have been achieved	Assessment committee	Direct and Indirect methods of assessment.
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	PHYSICAL THERAPY PROGRAM COUNCIL
REFERENCE NO.	MOM#156
DATE	18 – 12 - 2025

APPROVAL

Prepared By	Dr. Usman Thattarauthodiyil	Reviewed By	Dr. Mohammed	Approved By	Dr. Ali Osman
Job Title	Professor	Job Title	Professor	Job Title	HOP
Date	08 – 12 - 2025	Date	12 – 12 - 2025	Date	14 – 12 - 2025
Signature		Signature		Signature	

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024

TP-153

Course Specification

(Bachelor)

Course Title:	Community Health Nursing
Course Code:	CMNU402
Program:	General Nursing Program
Department:	Nursing
College:	Batterjee Medical College, Jeddah Branch
Institution:	Batterjee Medical College
Version:	TP-153
Last Revision Date:	January -2026

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G. Specification Approval 8

A. General information about the course:

1. Course Identification

1. Credit hours: (6 credit hours)					
2. Course type					
A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required		☐ Elective		
3. Level/year at which this course is offered: (N3/4th year)					
4. Course General Description:					
This course delivers a broader knowledge about the national health care delivery system and participation in the delivery of community health nursing for all ages, infants, children, adults, and elderly. Moreover, the course is designed to teach the principles of epidemiology, environmental health, population dynamics, and family health care.					
5. Pre-requirements for this course (if any)**:**					
None					
6. Co-requisites for this course (if any)**:**					
None					
7. Course Main Objective(s):					
The main purpose of this course is to develop a deep understanding of the field of community health, and to acquire knowledge regarding concepts, principles, methods and approaches in community health nursing.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	36 hrs. 9 hrs.	20% 5%
4	Distance Learning (Clinical)	135 hrs.	75%

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	135
Total		180

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods	SDGs
1.0	**Knowledge and understanding**				
1.1	Appraise the role of the community health nurse in providing services for different age groups including health prevention and promotion programs and policies in normal situations and during disasters	**K3 Discuss knowledge from nursing science that is pertinent to provide nursing care**	-Interactive Lectures -Discussion facilitation	-MCQ (Final /Quizzes) - PHC reflection -Al Amal school reflection -Disability school reflection	SDGs 3,5, 17
1.2	Relate the basic concepts of public and community health nursing including epidemiological information, environmental, health and safety	**K3 Discuss knowledge from nursing science that is pertinent to provide nursing care**	-Interactive Lectures -Discussion facilitation	-MCQ (Final /Quizzes) - Hajj reflection	SDGs 3,4,5,16
2.0	**Skills**				
2.1	Analyses common health issues affecting the individual and the community.	**S1 Practice critical thinking, problem-solving, and investigation skills to conduct research, appraise evidence, and make clinical decisions.**	-Interactive Lectures -Discussion facilitation -Clinical demonstration -Students projects	-MCQ (Final /Quizzes) -Community Project	SDGs 1,2,3,5,16

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods		SDGs
2.2	Communicate effectively with individuals and families in different community settings to raise community awareness	**S3 Develop effective communications skills while interacting with colleagues, health care professionals, patients, and their families, to provide coordinated patient care**	-Interactive Lectures -Discussion facilitation -Clinical demonstration	-Clinical Evaluation Checklist - Community service -Community Problem solving project) - Planned Health education		SDGs 3,4,5.
2.3	Apply the role of the community health nurse and three levels of prevention in serving individuals and families at different settings including home visits and community campaign	**S5 Deliver compassionated, coordinated, and evidence- based nursing care that recognizes patients' preferences, values, and needs and respects the patient as an active partner in providing holistic, safe, and effective care using the nursing process framework**	-Interactive Lectures -Discussion facilitation -Clinical demonstration	- Drugs Addiction Hospital checklist -Occupational visit checklist -Disaster plan assignment		SDGs 3,5
2.4	Provide safe competent nursing care to individuals and families using the nursing process as a framework		-Interactive Lectures -Discussion facilitation -Clinical demonstration	-Rehabilitation canter Case profile		SDGs 3
3.0	**Values, autonomy, and responsibility**					
3.1	Demonstrate ethical responsibilities while dealing with clients and families in a variety of community-based settings	**V1 Demonstrate accountability and responsibilities for the delivery of nursing care that is consistent with moral, ethical, legal, humanistic and regulatory principles**	- Clinical demonstration - Student projects	-Clinical evaluation Checklist (professionalism and attitude)		SDGs 10,16

3.2	Collaborate with colleagues, other health care professionals and community members to enhance participation in facilitating comprehensive healthcare to the community	**V2 Demonstrate the principles of nursing leadership, management, collaboration, and quality improvement, to maximize health care system effectiveness and minimize patient harm**	- Clinical demonstration - Student projects	-Clinical Evaluation Checklist - Community Project -Community service -Heath education -Reflective Journal	SDGs 17,10

C. Course Content

No	List of Topics	Contact Hours	SDGs
1.	**Foundations of Community Health Nursing** - Introduction to community health nursing - History and evolution of community health nursing	**3**	SDGs 3,
2.	**Foundations of Community Health Nursing** - Setting the stage for community health nursing **Evidence based practice & ethics** **Transcultural nursing in the community**	**3**	SDGs 16
3.	**Settings for community health Nursing** **Primary Health Care** - Education concerning prevailing health problems and the methods of preventing and controlling them - Maternal and child health care, including family planning - Immunization against the major infectious diseases - Training of health guides, health workers and health assistants **Home Health and Hospice Care**	**6**	SDGs 3,4,5
4.	**Occupational Health Hazards** -Types of Occupational Hazards and Associated Health Effects. -Standards of Occupational Health Nursing practice. The scope of Services provided through an Occupational Health and Safety Program	**3**	SDGs 3,8,17
5.	**Promoting and Protecting the Health of Aggregated with Developmental needs:** - Maternal-child health, School age children, adult health & Older adults	**3**	SDGs 3,4,5,10
6.	**The Family as Client** -Theoretical basis for promoting family health -Working with families: Applying the nursing process -Violence and abuse	**3**	SDGs 3,5
7.	**Community Health Nursing Toolbox** - Communication, collaboration, and contracting Health Promotion through education	**3**	SDGs 3,4,17
8.	**Community Health Nursing Toolbox** - Planning and implementing community programs and service	**3**	SDGs 3
9.	**The Community as Client** - Theoretical basis of community/public health nursing Community as client: Applying the nursing process	**3**	SDGs 3,17
10.	**Disaster Management** - Being Prepared: Impact of Disaster, Terrorism, and War	**3**	SDGs 3
11.	**Public Health Essentials for Community Health Nursing** - Communicable disease control - Environmental health and safety	**6**	SDGs 3, 6,13,14
12.	**Promoting and Protecting the Health of Vulnerable Populations** - Working with vulnerable people - Clients with disabilities and chronic illness - Behavioral health in the community -Working with the homeless and migrant	**3**	SDGs 1,3,10
13.	**Revision**	**3**	
Total		**45**	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	7	10%
2.	Quiz 2	8	10%
3.	Clinical evaluation (Community visit/simulation)	15	20%
4.	Clinical evaluation (community project\ community services)	14	10%
5.	Assignment (project community assessment& Disaster Management assignment)	11	10%
6.	Final Exam	15	40%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	- Rector, C. L. (2018). Community & public health nursing: Promoting the public's health (9th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health. - Mary A. Nies, Melanie McEwen. (2019) Community/Public Health Nursing, Promoting the Health of Populations (7th ed.). Elsevier, ISBN: 978-0-323-52894-8
Supportive References	- Stanhope, M & Lancaster, J. (2020). Public health nursing: Population-centered health care in the community (10th ed.). St. Louis, MO: Mosby - Heymann, D. (Ed.) (2008). Control of communicable diseases manual (18th ed). Washington, D.C.: American Public Health Association
Electronic Materials	Saudi Digital Library (SDL) https://sdl.edu.sa/SDLPortal/Publishers.aspx
Other Learning Materials	- Journal of Multidisciplinary Healthcare. - MEDSURG Nursing. - American Journal of Nursing.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Classrooms for Lectures
Technology equipment (projector, smart board, software)	- Computer. - Internet access.
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students/Faculty	Indirect (Surveys) Peer Review
Effectiveness of Students assessment	Faculty Direct (Item analysis, and CLOs results)	Faculty Direct (Item analysis, and CLOs results)
Quality of learning resources	Students/Faculty/Quality Vice Deanship Indirect (Surveys)	Students/Faculty/Quality Vice Deanship Indirect (Surveys)
The extent to which CLOs have been achieved	Faculty Direct (CLOs results, Item analysis)	Faculty Direct (CLOs results, Item analysis)
Obtain oral feedback periodically to get students' feedback of the course and its content	Students Direct (interview and observation)	Students Direct (interview and observation)

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**PROGRAM COUNCIL COMMITTEE**
REFERENCE NO.	**NPC_MOM_4_ 2025-2026**
DATE	**5-01-2026**

APPROVAL

Prepared By	Mrs. Omnia Ragab Hammouda	Reviewed By	Dr Nadia Awad	Approved By	Dr Mai Yaseen
Job Title	Lecturer	Job Title	Quality coordinator	Job Title	Head of program
Date	1/1/2026	Date	1/1/2026	Date	02.01.2026
Signature	Omina	Signature	Nadia hassan	Signature	

Course Specification
(Bachelor)

Course Title:	Digital Health
Course Code:	DH 291
Program:	
Department:	
College:	Batterjee Medical College for Science &Technology– Jeddah Branch
Institution:	Batterjee Medical College for Science &Technology
Version:	TP-153
Last Revision Date:	05 /02 /2026

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F. Assessment of Course Quality 6

G. Specification Approval 7

A. General information about the course:

1. Course Identification

1. Credit hours: (-)					
2. Course type					
A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (level two)					
4. Course general Description:					
This course will provide an overview of digital health, the technological aspects to enable the students to predict and forecast what's coming next. Students will learn about the differing types of digital health, relevant technologies and telecommunication techniques that are becoming commonplace in health care service delivery. This course covers the use of digital patient data, electronic health records, telehealth, mobile health, policy and regulations, and the applications of digital platforms in healthcare.					
5. Pre-requirements for this course (if any)**:**					
NA					
6. Pre-requirements for this course (if any)**:**					
NA					
7. Course Main Objective(s):					
This digital health course prepares the students to understand the fast-changing landscape of technology in healthcare. The students will build a foundation in core concepts, analyze the impact on individuals and systems, and develop critical thinking skills to analyze challenge concerns related to ethical considerations and regulations. By exploring real-world applications and collaborating on mini projects, the students will gain the knowledge and skills to be updated with the future trend of digital health.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning	1 Hours/ Week	100% Online
3	Hybrid		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	1 Hour \ 15 weeks
2.	Laboratory/Studio	N/A
3.	Field	N/A
4.	Tutorial	N/A
5.	Others (specify)	N/A
Total		**Hours**

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	**Knowledge and understanding**				
1.1	Discuss the main functions, concepts, and trends of digital health.		Virtual lecture, reading, videos	Continuous Assessment (Blackboard /In class Discussion, mini Macq's quizzes, Case studies) -Assignment: (Reflection on reading, group mini project, journaling, research paper)	SDG 3, 9
1.2	Recognize mobile Health and its relationship to eHealth and health informatics.		Virtual lecture, reading, videos		SDG 3, 9
1.3	Explain the difference between primary and secondary uses of health data.		Virtual lecture, reading, videos		SDG 3
2.0	**Skills**				
2.1	Identify the challenges in engaging patients using digital technology.		Virtual lecture, reading, videos	Continuous Assessment (Blackboard /In class Discussion, mini Macq's quizzes, Case studies) -Assignment: (Reflection on reading, group mini project, journaling, research paper)	SDG 3
2.2	Evaluate the role of digital information in healthcare.		Virtual lecture, reading, videos		SDG 3,17
3.0	**Values, autonomy, and responsibility**				

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
3.1	Initiate opportunities for self-development and adapting to different contexts.		Virtual lecture, reading, videos	Continuous Assessment (Blackboard /In class Discussion, mini Macq's quizzes, Case studies) -Assignment: (Reflection on reading, group mini project, journaling, research paper)	SDG 4
3.2	Show professionalism, self-confidence, commitment and responsibility, ability to work in team and groups, and creativity to manage healthcare settings		Virtual lecture, reading, videos		SDG 4

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1.	Digital health concept, approaches	1	SDG 3, SDG 9
2.	Grand challenges in digital health	1	SDG 3, SDG 9
3.	Electronic health records	2	SDG 3, SDG 9
4.	Data collection for public health	1	SDG 3
5.	Telemedicine	2	SDG 3, SDG 9
6.	Mobile health application	2	SDG 3, SDG 9
7.	The landscape of 3D printing in healthcare	1	SDG 9
8.	The use of social media in healthcare	1	SDG 3, SDG 9
9.	Digital health policy, regulation	2	SDG 16
10.	New trends and future direction	2	SDG 3
Total			

*Guidance: Please identify which SDG is directly addressed by this specific topic. If a topic addresses multiple goals, list the Primary Goal first.

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continues assessment (Blackboard /In class Discussion, mini MCQs quizzes, Case studies)	During semester	80%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Assignment (Reflection on reading, group mini project, journaling, research paper)	During semester	20%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• Digital health, scaling Healthcare to the world. Homero rivas , kararzyan Wac.ISBN 2197-3741. • Consumer informatics and digital health, soution for health and healthcare. Margo edmunds- christphrer hass .ISBN 978-3-319-969060. • The digiitlaztion of healthcare. New challenges and opportunities. Loick Menviel. ISBN 978-1-34995173- 4\
Supportive References	• The Saudi digital health strategy, and Global strategy on digital health 2020-2025, WHO document
Electronic Materials	NA
Other Learning Materials	NA

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Not applicable
Technology equipment (Projector, smart board, software)	Blackboard platform
Other equipment (Depending on the nature of the specialty)	SIS software

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students by student evaluation survey	Indirect assessment- Peer Reviewer
Effectiveness of Students' assessment	Assessment committee	Peer Review -program leader
Quality of learning resources	Students by student satisfaction survey	Indirect assessment
The extent to which CLOs have been achieved	Faculty member and exam soft output	Indirect and direct assessment

Assessment Areas/Issues	Assessor	Assessment Methods
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**PROGRAM COUNCIL**
REFERENCE NO.	
DATE	

APPROVAL

Prepared By	Dr. Rana M. Al Jaroudi	Reviewed By		Approved By	
Job Title	Assistant Professor	Job Title		Job Title	
Date	05-02-2026	Date		Date	
Signature		Signature		Signature	

Course Specification

(Bachelor)

Course Title:	Special Radiography Techniques
Course Code:	RAD313
Program:	Radiological Sciences
Department:	Radiological Sciences
College:	Batterjee Medical College for Science and Technology (Jeddah branch)
Institution:	Batterjee Medical College for Science and Technology
Version:	2025-2026
Last Revision Date:	July 2025

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G. Specification Approval 8

A. General information about the course:

1. Course Identification

1. Credit hours: 3 (2+1+0)					
Lectures: 2 CH, Labs: 1 CH, Clinical: 0 CH					
2. Course type					
A.	☐ University	☒ College	☐ Department	☐ Track	☐ Others
B.	☒ Required		☐ Elective		
3. Level/year at which this course is offered: 1st Semester /3rd year					
4. Course general Description:					
This course provides the knowledge and skills necessary to perform special fluoroscopy and radiographic imaging and basics of angiography using contrast media. Consideration is given to radiographic anatomy and positioning of the gastrointestinal tract, genitourinary system, hepato-biliary, nervous, lymphatic and vascular system with emphasis on patient preparation, care and safety, equipment operation, basic positioning, and image evaluation					
5. Pre-requirements for this course (if any)**:**					
None					
6. Co-requisites for this course (if any)**:**					
None					
7. Course Main Objective(s):					
1. Explain the purpose of contrast media. 2. Name the type, dosage, and route of administration commonly used to perform radiographic contrast and special studies. 3. Explain the patient preparation for various contrast and special studies. 4. Demonstrate and describe the correct patient position, part placement, and central ray landmarks for radiographic contrast studies of the following anatomic systems, gastrointestinal and genitourinary. 5. Describe the correct patient position, part placement, and central ray landmarks for special radiographic contrast studies of the biliary tract, the pancreatic duct, the spinal column, fallopian tubes, joints and blood vessels. 6. Evaluate images for positioning, centering, appropriate anatomy and overall image quality					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional Classroom	60	100%
2	E-Learning		

No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid • Traditional classroom • E-learning		
4	Distance Learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1	Lectures	(2 hours x 15 weeks) = 30
2	Laboratory/Studio	(2 hours x 15 weeks) = 30
3	Field	
4	Tutorial	
5	Others (specify)	
Total		60

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

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	Knowledge and understanding				
1.1	Identify equipment and supplies necessary to complete radiographic and fluoroscopic procedures	K3	Lectures, Active learning, BB tutorial	1.Quizzes (MCQs, SAQ) 2.Final theoretical exam (MCQs, SAQ)	SDG3, SDG9
1.2	Discuss common indications, patient preparation, basic positioning and care for fluoroscopic and special radiographic procedures	K2			SDG3, SDG4
1.3	Explain contrast media type, dosage and method of administration for each procedure	K1			SDG3
1.4	Recognize the risks and related precautions for each procedure	K4			SDG3
2.0	Skills				

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
2.1	Manipulate position, technical factors and imaging equipment, considering limitations associated with special radiographic procedures to suit clinical situation	**S2**	Active learning, educational videos, Case study	1.Quizzes (MCQs, SAQ) 2.Final theoretical exam (MCQs, SAQ) 3.Assignment 4.Practical exam	SDG3, SDG4
2.2	Evaluate images for positioning, centering, appropriate anatomy, overall, quality and common pathology	**S2**			SDG3, SDG9
3.0	**Values, autonomy, and responsibility**				
3.1	Implement radiation safety precautions in radiological science practice	**V2**	Group discussion	1.Quizzes (MCQs, SAQ) 2.Assignment 3.Practical exam	SDG3
3.2	Demonstrate effective group work	**V3**			SDG4

C. Course Content

No	List of Topics	Contact Hours	Aligned SDGs
1	Review of Fluorescence and fluorescent material in radiology	**4**	SDG3, SDG9
2	Fluoroscopy systems: construction, types and operation principles	**4**	SDG3, SDG9
3	Radiation protection during fluoroscopy	**4**	SDG3
4	GI tract contrast studies: Sialography Barium swallow, and barium meal	**8**	SDG3, SDG9
5	GI tract contrast studies: Barium follow through and Barium enema.	**4**	SDG3, SDG9
6	Urinary system: IVU, Antegrade, retrograde, Cystourethrography	**8**	SDG3, SDG9
7	Hepato- Biliary tract contrast studies: IVC, T-Tube cholangiogram & ERCP	**8**	SDG3, SDG9
8	Female Reproductive system contrast studies: Hysterosalpingography	**4**	SDG3, SDG9
9	Myelography and Arthrography technique and limitations	**4**	SDG3, SDG9

10	Basics of Angiography	4	SDG3, SDG9
Total		60	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Quiz 1	6th	10%
2	Quiz 2	12th	10%
3	Continuous assessment: Assignment, presentation	13th	10%
4	Practical exam	16th	30%
5	Final theoretical written Examination	17th, 18th	40%
6	**Total**	**100%**	

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• Chapman and Nakielny's. Guide to Radiological Procedures (2013) Nick Watson ISBN-10: 0702051810
Supportive References	• Bontrager: Textbook of Radiographic Positioning and Related Anatomy, Mosby; ISBN 0-323-01219-J. • Essentials of Radiation, Biology and Protection 2nd Edition, Delmar 2008. • Bushberg, The Essentials of Physics and Medical Imaging, Williams & Wilkins Publisher. • Positioning in Radiography: By k.C.Clarke. • Textbook of radiographic positioning and related • anatomy; bykenneth L. Bontrager,5
Electronic Materials	• Radiology Resources http://www.rtstudents.com/ • Radiology master class http://radiologymasterclass.co.uk/ • Comprehensive radiologic anatomy http://w-radiology.com/
Other Learning Materials	• Delmar's Radiographic Positioning DVD Series CD-ROM

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Lecture rooms with 90 seats and audio-visual support.
Technology equipment (projector, smart board, software)	• Blackboard Ultra • Wireless broadband internet connectivity all over the campus • Smart board
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Teaching faculty	Indirect (Peer review)
Effectiveness of Students' assessment	Assessment committee	Direct (Item Analysis Report)
Quality of learning resources	Head of Department, Students	Indirect Course Evaluation Survey, Student satisfaction Survey
The extent to which CLOs are achieved.	Course Director	Direct (ExamSoft® Report)

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**Program Council Committee**
REFERENCE NO.	**RS.2.25.03.01 (MOM#9)**
DATE	**29 JULY 2025**

APPROVAL

Prepared By	Dr. Zohida Fadelmulla	Reviewed By	Ms. Remaz Ali Alahmadi	Approved By	Dr. Amal Alsalamah
Job Title	Course instructor	Job Title	QC Coordinator	Job Title	HOP
Date	24/7/2025	Date	25/7/2025	Date	25/7/2025
Signature		Signature		Signature	

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

2023
TP-153

Course Specification
(Bachelor)

Course Title:	Principles of Image Formation and PACS
Course Code:	RAD212
Program:	Radiological Sciences
Department:	Radiological Sciences
College:	Batterjee Medical College for Science and Technology (Jeddah Branch)
Institution:	Batterjee Medical College for Science and Technology
Version:	2025-2026
Last Revision Date:	July 2025

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G. Specification Approval 7

A. General information about the course:

1. Course Identification

1. Credit hours: 3 (2+1+0)					
Lectures: 2 CH, Labs: 1 CH, Clinical: 0 CH					
2. Course type					
A.	☐University	☒College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: 1st Semester/ 2nd Year					
4. Course general Description:					
This course introduces the various types of radiographic recording media, including image acquisition, processing, manipulation and display for film screens (conventional), compound radiography (CR), digital radiography (DR) as well as conventional and digital fluoroscopy image formation with introducing the components and use of Picture Archival and Communication Systems (PACS).					
5. Pre-requirements for this course (if any)**:**					
NA					
6. Co-requisites for this course (if any)**:**					
NA					
7. Course Main Objective(s):					
1. Explain and define image formation concepts and terminology. 2. Describe the various types of radiographic recording media, including image acquisition, processing, manipulation, and display for film screens (conventional), compound radiography (CR), and digital radiography (DR). In addition, conventional and digital fluoroscopy image formation. 3. Identify the components of Picture Archival and Communication Systems (PACS). 4. Identify the uses of Picture Archival and Communication Systems (PACS).					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	 30 30	 50% 50%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(2 hours x 15 weeks) = 30
2.	Laboratory/Studio (Radiology Lab)	
3.	Field	
4.	Tutorial	
5.	Others (Logbook)	(2 hours x 15 weeks) = 30
Total		60

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	Knowledge and understanding				
1.1	Recognize different scientific terms related to radiographic image formation and quality.	K2	Interactive lectures, group discussion	1.Quizzes (MCQs, SAQ) 2.Final theoretical exam (MCQs, SAQ)	SDG4
1.2	Describe the basic components and functions of Picture Archival and Communication Systems (PACS)	K2			SDG3, SDG9
2.0	Skills				
2.1	Explain the function and characteristics of various image receptors	S1	Active learning: BB tutorial.	1.Quizzes (MCQs, SAQ) 2.Final theoretical exam (MCQs, SAQ) 3.Assignments 4.Practical exam	SDG9
2.2	Compare the contrast between conventional and digital image formation and processing	S1			SDG3, SDG9
2.3	Analyze the relationship of factors that control and affect	S1			SDG3

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
	radiographic/fluoroscopic image quality				
3.0	**Values, autonomy, and responsibility**				
3.1	Relate radiographs of various qualities with technical changes	**V2**	Active learning: BB tutorial.	1.Quizzes (MCQs, SAQ) 2.Final theoretical exam (MCQs, SAQ) 3.Practical exam	SDG3

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

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1.	Introduction to image formation concepts and terminology	**4**	SDG4
2.	Conventional Radiography (Image formation, processing, and display)	**12**	SDG3, SDG9
3.	Computed Radiography (Image formation, processing, and display)	**8**	SDG3, SDG9
4.	Digital Radiography (Image formation, processing, and display)	**12**	SDG3
5.	Fluoroscopy (Image formation, processing, and display)	**8**	SDG3, SDG9
6.	Image quality controlling and influencing factors	**8**	SDG3, SDG4
7.	Basic Picture Archival and Communication Systems	**4**	SDG9
8.	AI – update – confidentiality, access, authorization	**4**	SDG3, SDG9
Total		**60**	

D. Students' Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	6th	10%
2.	Quiz 2	12th	10%
3.	Continuous assessment (Assignments, Presentations, etc.)	Continuous	10%
4.	Practical exams (over the whole semester)	8th, 10th, 16th	30%
5.	Final Theoretical Exam	17th, 18th	40%
6.	Total	100%	

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	▪ Carlton, R. and Adler, Arelene. Principles of Radiographic Imaging, An Art and a Science, 4th Edition, Delmar Thomson Learning ▪ Ritneour Russell and William R. Handee. Computer Applications in Diagnostic Radiology, 1st Edition Carter, Christi, Veale, Beth; Digital Radiography and PACS, Mosby 2008
Supportive References	▪ Digital Radiography: An Introduction for Technologists Jan 22, 2010by Euclid Seeram. ▪ Papp, Jeffrey, Quality Management in the Imaging Sciences, Third Edition, Mosby 2006
Electronic Materials	▪ Physics and Technology for Effective and Safe Medical Imaging http://www.sprawls.org/resources/
Other Learning Materials	▪ Radiography training using 3D interactive simulation. http://www.shaderware.com/ ▪ Interactive videos

2. Required Facilities and equipment

Items	Resources
Facilities	• Lecture rooms with 40 seats and audio-visual support.

Items	Resources
(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	
Technology equipment (projector, smart board, software)	• Blackboard Ultra • Wireless broadband internet connectivity all over the campus • Smart board
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Teaching faculty	Indirect (Peer review)
Effectiveness of Students' assessment	Assessment committee	Direct (Item Analysis Report)
Quality of learning resources	Head of Department, Students	Indirect Course Evaluation Survey, Student satisfaction Survey
The extent to which CLOs are achieved.	Course Director	Direct (ExamSoft® Report)

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

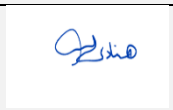
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**Program Council Committee**
REFERENCE NO.	**RS.2.25.03.01 (MOM#9)**
DATE	**29 JULY 2025**

APPROVAL

Prepared By	Dr. Hanady Osman	**Reviewed By**	Mrs. Remaz Alahmadi	**Approved By**	Dr. Amal Alsalamah
Job Title	Course Director	**Job Title**	QC Coordinator	**Job Title**	HOP
Date	7/ 7/2025	**Date**	25/7/2025	**Date**	25/7/2025

Signature		**Signature**		**Signature**	

Course Specification
(Bachelor)

Course Title:	Quality Assurance in Radiologic Imaging
Course Code:	RAD321
Program:	Radiological Sciences
Department:	Radiological Sciences
College:	Batterjee Medical College for Science &Technology– Jeddah Branch
Institution:	Batterjee Medical College for Science &Technology
Version:	2025-2026
Last Revision Date:	July 2025

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F. Assessment of Course Quality 6

G. Specification Approval 7

A. General information about the course:

1. Course Identification

1. Credit hours: 3(3+0+0)					
Lectures: 3 CH, Labs: 0 CH, Clinical: 0 CH					
2. Course type					
A.	☐University	☒ College	☐ Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: 2nd Semester/ 3rd year					
4. Course general Description:					
This course introduces the quality assurance concepts and application for radiologic sciences departments. It also includes the evaluation of image quality and quality control tests of medical imaging equipment.					
5. Pre-requirements for this course (if any)**:**					
None					
6. Pre-requirements for this course (if any)**:**					
None					
7. Course Main Objective(s):					
1. Understand the administrative and technical aspects of quality assurance in diagnostic imaging technology. 2. Understand the concepts of quality Assurance (QA) and Quality Control (QC) 3. Understand the roles and responsibilities of the QA committee and the radiographer. 4. Understand the basic QC for the various imaging systems to ensure consistent quality of diagnostic images.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid: • Traditional classroom • E-learning	 36 9	 80% 20%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours

1.	Lectures	(3 hours x 15 weeks) = 45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		**45**

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	**Knowledge and understanding**				
1.1	Recognize the meaning of different terms related to quality procedures: management, assurance, and control.	**K3**	Lectures, BB session	1.Quizzes (MCQs) 2.Final theoretical exam (MCQs)	SDG 3 SDG 4
1.2	Outline the role and responsibilities of different quality procedures committees.	**K4**			SDG 4, SDG 12
1.3	Discuss the general principles of quality assurance procedures and approaches	**K2**			
1.4	Identify key requirements in the performance testing of various modalities imaging systems	**K2**			
2.0	**Skills**				
2.1	Select the appropriate quality control test required for different imaging systems.	**S1**	Lectures, Active learning: group discussion, BB session	1.Assignment (oral Presentation + homework)	SDG 4 SDG 12

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
3.0	Values, autonomy, and responsibility				
3.1	Demonstrate the benefits and the importance of quality assurance in radiologic imaging	V3	Lectures, Active learning	Final theoretical exam (MCQs)	SDG 3 SDG 4

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1.	Introduction to QA and QC concepts	3	SDG 3, SDG 4
2.	QA committee Role and responsibilities /Radiologic profession Management Skills.	3	SDG 3, SDG 12
3.	Image Quality factors	9	
4.	Basics of X-Ray imaging QC	6	SDG 3, SDG 9, SDG 12
5.	Basics of Computed Tomography Imaging QC	6	
6.	Basics of Magnetic Resonance Imaging QC	6	
7.	Basics of Nuclear Medicine imaging QC	6	
8.	Basics of ultrasound Imaging QC	6	
Total		45	

*Guidance: Please identify which SDG is directly addressed by this specific topic. If a topic addresses multiple goals, list the Primary Goal first.

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	6th	15%
2.	Quiz 2	12th	15%
3.	Continuous assessment (Oral Presentations + Homeworks)	Continuous	20%
4.	Final Exam	16th - 17th	50%
5.	Total		100%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• Quality Management in the Imaging Sciences, 6th Edition, by Jeffry Papp
Supportive References	• Radiologic Science for Technologists_ Physics, Biology, and Protection, 11th edition, by Stewart C. Bushong • Quality Control of Nuclear Medicine Instrumentation and Protocol Standardization, by Pedro Fragoso Costa
Electronic Materials	• Quality Control in Diagnostic Radiology • AAPM74_FrontMatter copy • Diagnostic X-Ray Imaging Quality Assurance: Diagnostic X-Ray Imaging Quality Assurance: An Overview - Canada.ca • youtube.com/watch?si=_gJlcQ4Mvy7MQtaQ&v=ThBi1h7_P9Q&feature=youtu.be • youtube.com/watch?v=EdTEfLPp4nI • Ultrasound Image Quality | Oncology Medical Physics
Other Learning Materials	Lectures Notes

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Lecture rooms with 40 seats and audio-visual support.
Technology equipment (projector, smart board, software)	• Blackboard Ultra • Wireless broadband internet connectivity all over the campus • Smart board
Other equipment (depending on the nature of the specialty)	-

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Teaching faculty	Indirect (Peer review)
Effectiveness of Students' assessment	Assessment committee	Direct (Item Analysis Report)
Quality of learning resources	Head of Department, Students	Indirect Course Evaluation Survey,

Assessment Areas/Issues	Assessor	Assessment Methods
		Student satisfaction Survey
The extent to which CLOs are achieved.	Course Director	Direct (QQ® Report)

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**Program Council Committee**
REFERENCE NO.	**RS.2.25.03.01** (MOM#9)
DATE	**29 JULY 2025**

APPROVAL

Prepared By	Ms. Lila Wali	Reviewed By		Approved By	Dr. Amal Alsalamah
Job Title	Course instructor	Job Title	QC Coordinator	Job Title	HOP
Date	27/05/2025	Date	25/7/2025	Date	25/7/2025
Signature		Signature		Signature	

Course Specification
(Bachelor)

Course Title:	Immunology
Course Code:	IMMN 291
Program:	General dentistry
Department:	General Medicine Practice
College:	Batterjee Medical College, Jeddah
Institution:	Batterjee Medical College
Version:	1
Academic Year:	2025-2026
Last Revision Date:	6/10/2025

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D. Students Assessment Activities 5

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F. Assessment of Course Quality 6

G. Specification Approval 6

A. General information about the course:

1. Course Identification

1. Credit hours: (1)					
2. Course type					
A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (D2/3rd year)					
4. Course General Description:					
The course will provide the basic concepts in Immunology. It would typically cover the fundamentals of the immune system, including innate and adaptive immunity, immune cells, and how the body defends against pathogens. It also includes concepts of immune-related diseases like autoimmune disorders and allergies, and applications such as vaccination.					
5. Pre-requirements for this course (if any)**:**					
NA					
6. Co-requisites for this course (if any)**:**					
None					
7. Course Main Objective(s):					
▪ Describe the innate, acquired immune response ▪ Define the Concepts and principles of T and B cell activation, tolerance and autoimmunity ▪ Discuss immunodeficiency, tumor immunology and hypersensitivity reactions ▪ Differentiate types of vaccines, organ transplant					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	13	100%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	1 hour/week
2.	**Laboratory/Studio**	0
3.	**Field**	0
4.	**Tutorial**	0
5.	**Others (specify)**	0
Total		1 hour/week

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	**Knowledge and understanding**				
1.1	Describe the innate and specific Immune response	K1	Interactive Lectures	Written Exam	3
1.2	Recognize different immunological concepts and principles of tolerance and autoimmune disease	K1	Interactive Lectures	Written Exam	3
1.3	Discuss the types of vaccines, organ transplant, Immunodeficiency and hypersensitivity reactions	K1	Interactive Lectures	Written Exam	3
2.0	**Skills**				
2.1	To evaluate the basics concepts in immunology	S1	SDL	Assisgnment/ Research (Continuously weekly work of blackboard)	3
3.0	**Values, autonomy, and responsibility**				
3.1	Practice team work behaviour and collaboration with	V2	Project demonstration	Project	3

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods	Aligned SDGs
	colleagues as a team member.				

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1.	Innate immune response	1	3
2.	Specific immune response	1	3
3.	Antibodies	1	3
4.	MHC and lymphocyte activation	1	3
5.	Hypersensitivity reaction Type I	1	3
6.	Hypersensitivity reaction Type II and III	1	3
7.	Hypersensitivity reaction Type IV	1	3
8.	Immunological tolerance and autoimmunity	1	3
9.	Vaccine	1	3
10.	Tumor immunology	1	3
11.	Immunodeficiency	1	3
12.	HIV and AIDS	1	3
13.	Organ Transplant	1	3
Total		13 hours	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	During the semester	20%
2.	Quiz 2	During the semester	20%
3.	Assignment	Continuous assessment	10%
4.	Research/Project	During the semester	10%
5.	Final exam	End of the semester	40%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Levinson's Review of Medical Microbiology and Immunology: A guide to Clinical infectious disease. Warren Levinson, McGraw Hill, 2024, 18th edition, ISBN 978-1-265-12600-1
Supportive References	Cellular and Molecular Immunology. Abul K. Abbas, Elsevier, 2021, 10th edition, ISBN 978-0323757485 Roitts Essential Immunology, PJ Delves, John Wily and Sons, 2017, 13th edition, IBSN: 978-1118415771
Electronic Materials	None
Other Learning Materials	PowerPoint slides

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Class room with 30 chairs
Technology equipment (projector, smart board, software)	Multimedia and white board
Other equipment (depending on the nature of the specialty)	Not required

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program Leaders	Indirect (Peer Evaluation Survey)
Effectiveness of Students' assessment	Course Director	Direct (QQ Assessment)
Quality of learning resources	Students	Indirect (Course Evaluation Survey)
The extent to which CLOs have been achieved	Assessment committee	Direct: Item Analysis Report, Exams questions review
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Quality Committee

REFERENCE NO.	GDP/SPEC/2025/ IMMN 291
DATE	06/10/2025

APPROVAL

Prepared By	Dr. Nadeem Ikram	Reviewed By	Dr. Adham Niyazi	Approved By	Dr. Dareen Aljehani
Job Title	Course Director	Job Title	Academic Director	Job Title	Head of Program
Date	6/10/2025	Date		Date	
Signature		Signature		Signature	

Course Specification

(Bachelor)

Course Title:	Professional Nursing Ethics
Course Code:	NPNE 202
Program:	General Nursing Program
Department:	Nursing
College:	Batterjee Medical College
Institution:	Batterjee Medical College
Version:	TP-153
Last Revision Date:	11/01/2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (2hrs)					
2 hrs					
2. Course type					
A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: Level 2/ Year 2					
4. Course general Description:					
This course will help nursing students to synthesize ethical/legal concepts required for decision making in clinical practice and legal responsibility. The focus is on value clarification, application of ethical theory, ethical decision-making models, and professional ethical principles and professional nurses code of ethics.					
5. Pre-requirements for this course (if any)**:**					
None					
6. Co-requisites for this course (if any)**:**					
None					
7. Course Main Objective(s):					
The main objective of this course is to introduce the students to the ethical principles in healthcare settings.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30 hrs.	100%
2	E-learning	-	-
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	28 hours
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	2 hours
5.	**Others (specify)**	-
Total		30 Hours

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	SDGs
1.0	**Knowledge and understanding**				
1.1	Define the ethics and values related to nursing care referring to the Ministry o f Health code of ethics	K2: Acquire knowledge in nursing social sciences, researchmethodology, and healthcare systems that provide the basis for continuing personal and professional development	- Interactive Lectures - Group Discussion	- MCQ's - Assignment	**SDG 3, 16**
1.2	Identify the code of nursing ethics and other professional standards across the life span with relevant Saudi Arabia scope of practice for registered nurses		- Interactive Lectures - Group Discussion	- MCQ's	**SDG 3, 4, 5, 16**
2.0	**Skills**				
2.1	Apply ethical decision-making framework to resolve ethical problems and dilemmas related to patients' condition	S2: Practice critical thinking, problem solving, and investigation skills to conduct research, appraise evidence, and make clinical decisions.	- Interactive Lectures - Group Discussion	- MCQ's - Assignment	**SDG 3, 16**
2.2	Analyzes breaches of practice that occurs to		- Interactive Lectures - Group Discussion	- MCQ's	**SDG 3, 16**

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	SDG
	report them to the appropriate person		• Case studies		
2.3	Demonstrate appropriate communication with colleagues, patients and staff members to justify situations where nurse role as patient advocator.	S3: Develop effective communications skills while interacting with colleagues, health care professionals, patients, and their families, to provide coordinated patient	- Interactive Lectures - Group Discussion	- Assignment	**SDG 3, 4, 16**
3.0	**Values, autonomy, and responsibility**				
3.1	Advocate for the dignity, culture, values, beliefs and rights for individuals and groups in nursing practice	V1: Demonstrate accountability and responsibilities for the delivery of nursing care that is consistent with moral, ethical, legal, humanistic and regulatory principles	- Interactive Lectures - Group Discussion	- Assignment - Presentations	**SDG 5,10 16**
3.2	Comply with the application of professional principles in daily nursing practice	V2: Demonstrate the principles of nursing leadership, management, collaboration, and quality improvement, to maximize health care system effectiveness and minimize patient harm	- Interactive Lectures - Group Discussion	- Assignment - Presentations	**SDG 3, 16, 17**

C. Course Content

No	List of Topics	Contact Hours	SDG
1.	▪ Course orientation.	**2**	SDG 4
2.	▪ Introduction to Ethics and Ethics in Islam.	**2**	SDG 16
3.	▪ Nursing Code of Ethics.	**2**	SDG 16
4.	▪ Ethical Theories.	**2**	SDG 16
5.	▪ Professional nurses' duties .	**2**	SDG 3, 16
6.	▪ Ethical dilemmas.	**2**	SDG 3, 16
7.	▪ Ethical Decision Making.	**2**	SDG 3, 16

8.	▪ Negligence and Malpractice.	**2**	SDG 16
9.	▪ Workplace Violence and Harassment.	**2**	SDG 8, 16
10.	▪ Professional Nurse – Patient Relationship.	**2**	SDG 3, 10, 16
11-13.	▪ Nursing Ethics across life span: - In reproductive health. - Caring for young people. - Adolescent/adult nursing ethics. - Elderly nursing ethics.	**6**	SDG 3, 5, 10
14.	▪ Assignments presentation.	**2**	SDG 4, 17
Total = 28 hrs			

Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz I	Week 5,6,7	15%
2.	Quiz 2	Week 8,9,10	15%
3.	Semester Work	Week 4 & 11	10%
4.	Assignment presentation	Week 14	10%
5.	Final exam	Week 15	50%

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

D. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• **Butts, J. B, & Rich, K. L. (2023).** *Nursing ethics: Across the* curriculum *and into practice.* 4th edition. Sudbury, MA: Jones & Bartlett.
Supportive References	• **American Nurses Association. (2023).** *Code of Ethics for Nurses with Interpretive Statements* (Updated ed.). American Nurses Association. • **Şenturan, L., Kaya, G., & Emirtaş, T. (2025).** Study of nurses' malpractice tendencies and burnout levels. Research in Nursing & Health, 48(3), 385–397. • **Ibrahim, A. M., Abdel-Aziz, H. R., Mohamed, H. A. H., Zaghamir, D. E. F., Wahba, N. M. I., Hassan, G. A., *et al.* (2024).** *Balancing confidentiality and care coordination: challenges in patient privacy*. BMC Nursing, 23, 564**.**
Electronic Materials	• Code of Ethics for Healthcare Practitioners https://www.iau.edu.sa/sites/default/files/resources/5039864724.pdf • **American Nurses Association. (2025).** Code of ethics for nurses. American Nurses Publishing. https://codeofethics.ana.org/home • BMC-ELMS Lecturio
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Library

Items	Resources
Technology equipment (projector, smart board, software)	a. Blackboard® , web based link b. Software, office program
Other equipment (depending on the nature of the specialty)	**NA**

E. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Student	Indirect • Course evaluation survey
Effectiveness of Students assessment	Faculty Peer reviewer (faculty or program leader)	Direct • Percentage of achievement of the course learning outcomes Indirect • Peer review evaluation
Quality of learning resources	Faculties, program leader and students	Indirect • Library faculty satisfaction survey • Library student satisfaction survey
The extent to which CLOs have been achieved	Faculties	Direct • Course learning outcomes assessment (Quizzes, Final exam, clinical and practical evaluation, and assignments)
Other		

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

Assessment Methods (Direct, Indirect)

F. Specification Approval

COUNCIL /COMMITTEE	PROGRAM COUNCIL COMMITTEE
REFERENCE NO.	NPC_MOM_ 2025-2026
DATE	14/01/2026

APPROVAL

Prepared By	Mrs. Maha Ibrahim	Reviewed By	Dr. Nadia Awad	Approved By	Dr. Mai Yassen
Job Title	Lecturer	Job Title	Program Quality coordinator	Job Title	Head of program
Date	2/02/2026	Date	2/02/2026	Date	2/02/2026
Signature		Signature		Signature	

Course Specification

(Bachelor)

Course Title:	Introduction to Radiologic Sciences
Course Code:	RAD211
Program:	Radiological Sciences
Department:	Radiological Sciences
College:	Batterjee Medical College for Sciences and Technology (Jeddah Branch)
Institution:	Batterjee Medical College for Sciences and Technology
Version:	2025-2026
Last Revision Date:	July 2025

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G. Specification Approval 7

A. General information about the course:

1. Course Identification

1. Credit hours: 3 (3+0+0)					
Lectures: 3 CH, Labs: 0 CH, Clinical: 0 CH					
2. Course type					
A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (2nd year/ 1st semester)					
4. Course general Description:					
This course provides a basic understanding of the radiological sciences with imaging procedures and equipment, the basic rules, and responsibilities of radiologic technologist in health care and career settings.					
5. Pre-requirements for this course (if any)**:**					
None					
6. Co-requisites for this course (if any)**:**					
None					
7. Course Main Objective(s):					
1. The course introduces Radiologic Technology as a profession. 2. demonstrate foundation knowledge of Radiologic Technology 3. Highlight historical events and development of Radiologic imaging Technology, types, and basic principles of modalities. 4. Introduce professional organization chart including radiology and medical imaging department.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	 39 6	 88% 12%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(15 weeks x 3hrs) = 45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		**45**

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	**Knowledge and understanding**				
1.1	Recognize the importance of radiological science profession, scientific terminology, history, responsibilities, and the hierarchy of the profession team	**K2**	Lectures, Group discussion.	1.Self-assessment 2.Quizzes (MCQs) 3.Final theoretical exam (MCQs)	SDG 3, SDG 10, SDG 12,
1.2	Identify diagnostic and therapeutic imaging modalities and the benefits, uses as well as the risk associated with each modality	**K4**			
2.0	**Skills**				
2.1	Differentiate among various radiologic imaging modalities	**S2**	Lectures, Group discussion	1.Self-assessment 2.Quizzes (MCQs) 3.Final theoretical exam (MCQs) 4.Assignments	SDG 3, SDG 10, SDG 12,
3.0	**Values, autonomy, and responsibility**				
3.1	Demonstrate teamwork behavior with colleagues	**V1**	Group Discussion	Assignment	-

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1.	Medical imaging department structure and health care system	3	SDG3
2.	The radiographer's ethical duties and responsibilities	3	SDG10
3.	Radiologic terminology and historical background	3	SDG3
4.	Basic principle: Conventional Radiography	3	SDG3, SDG10, SDG12
5.	Basic principle: Special Radiography	6	
6.	Basic principle: Computed Tomography	6	
7.	Basic principle: Magnetic Resonance Imaging	6	
8.	Basic principle: Ultrasound imaging	6	
9.	Basic principle: Nuclear Medicine	6	
10.	Basic principle: Radiotherapy	3	
Total		**45**	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	6th	15%
2.	Quiz 2	12th	15%
3.	Continuous assessment (Assignments, Presentations, etc.)	8th	20%
4.	Final Theoretical Exam	17th	50%
5.	**Total**		100%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	▪ Radiologic Science for Technologists, 10th Edition, Bushong ▪ Introduction to Medical Imaging Physics, Engineering and Clinical Applications. 2010. Nadine Barrie Smith, Andrew Webb
Supportive References	▪ Patient care in radiography with an introduction to medical imaging 9th. 2017. Ruth Anne Ehrlich ▪ Patient care in imaging technology 7th edition. 2010. Lillian S. Torres, Andrea Guillen Dutton, TerriAnn Linn-Watson
Electronic Materials	▪ Radiography wiki http://www.wikiradiography.net/ ▪ Questions and Answers in MRI http://mriquestions.com/index.html ▪ CT scan free encyclopedia https://en.wikipedia.org/wiki/CT_scan ▪ Learn Ultrasound Online https://123sonography.com/ ▪ Nuclear Medicine encyclopedia https://en.wikipedia.org/wiki/Nuclear_medicine ▪ Radiotherapy wiki https://en.wikipedia.org/wiki/Radiation_therapy
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	▪ Lecture rooms with 90 seats and audio-visual support.
Technology equipment (projector, smart board, software)	▪ Blackboard Ultra ▪ Wireless Broad band internet connectivity all over the campus ▪ Smart board
Other equipment (depending on the nature of the specialty)	▪ N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Teaching faculty	Indirect (Peer review)
Effectiveness of Students' assessment	Assessment committee	Direct (Item Analysis Report)
Quality of learning resources	Head of Department, Students	Indirect Course Evaluation Survey, Student satisfaction Survey
The extent to which CLOs are achieved.	Course Director	Direct (ExamSoft® Report)

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**Program Council Committee**
REFERENCE NO.	**RS.2.25.03.01 (MOM#9)**
DATE	**29 JULY 2025**

APPROVAL

Prepared By	Ms. Reham Garout	**Reviewed By**	Mrs. Remaz Alahmadi	**Approved By**	Dr. Amal Alsalamah
Job Title	Course instructor	**Job Title**	QC Coordinator	**Job Title**	HOP
Date	6/7/2025	**Date**	25/7/2025	**Date**	25/7/2025
Signature		**Signature**		**Signature**	

Course Specification
(Bachelor)

Course Title:	Research Methodology
Course Code :	RM 291
Program:	Pharmacy Program
Department:	Radiological Sciences
College:	Batterjee Medical College for Science and Technology
Institution:	Batterjee Medical College
Version:	2025/2026
Last Revision Date:	Augst 25

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A. General information about the course:

1. Course Identification

1. Credit hours: (2 CH)					
2. Course type					
A.	☐University	☒ College	☐ Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (fourth year RAD4)					
4. Course general Description:					
In this course, we will explore the scientific methods to study research methodology and scientific writing. The course will let the students gain the research skills from formulation of a research question to follow the various methods in basic and clinical research till the manuscript writing and publication in an ethical way.					
5. Pre-requirements for this course (if any)**:**					
None					
6. Co-requirements for this course (if any)**:**					
None					
7. Course Main Objective(s):					
The objective of this course for clinical students is to equip them with the critical thinking and practical skills necessary to conduct rigorous and evidence-based research within the healthcare field. This involves understanding research designs, data collection methods, statistical analysis, biostatistics and ethical considerations. The course aims to foster the ability to critically appraise existing research, identify research questions, and contribute to the advancement of clinical knowledge and patient care through well-designed studies					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hrs\week	100%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	2 hrs/week
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30 hours

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
1.0	**Knowledge and understanding**				
1.1	Recognize concepts and types of research.	**K1 and K2**	Explanations and tutorials given in lectures. Power Point Slides	Class discussion and activity Assignments Quizzes Final	SDG 4,9
1.2	Recognize research methodologies and tool collecting data				SDG 4,9.
2.0	**Skills**				
2.1	Recognize steps and stages in conducting research.	**S1**	Group discussion. Lectures	Class discussion and activity Assignments Quizzes	SDG 4,9 SDG 4,9
2.2	Describe the steps to prepare a research proposal and research manuscript.	**S2**		Final	SDG 4,9 SDG 4,9
3.0	**Values, autonomy, and responsibility**				

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods	Aligned SDGs
3.1	Identify the importance of teamwork to enhance the research outcomes.	V1	Assignment	• Group presentation. • Evaluation of the role of each student in research • assignment.	SDG.4,5,9

C. Course Content

No	List of Topics	Contact Hours	SDG Mapping
1.	Introduction to research	2 hrs	SDG 4,9
2.	Formulating research question	2 hrs	SDG 4,9
3.	Effective literature review	2 hrs	SDG 4,9
4.	How to cite literature properly	2 hrs	SDG 4,9
5.	Research Ethics	6 hrs	SDG4,5,9
6.	Research design	8 hrs	SDG 4,9
7.	How to write a research proposal and how to write a scientific paper (IMRAD)	6 hrs	SDG 4,9
Total		**30 hrs**	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	Whole semester	20%
2.	Quizzes (quiz 1 and Quiz 2)	Week 9 and week 11	30%
3.	Final exam	Week 15	50 %

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Introduction to Clinical Research for Residents, ISBN: 978-9960-9832-9-5, Saudi Commission for Health Specialties - Riyadh 2014
Supportive References	John W. Creswell, Research design 3rd Edition (2009).
Electronic Materials	• www.sciencedirect.com • www.scopus.com BMC e-library
Other Learning Materials	اللائحة التنفيذية لنظام اخلاقيات البحوث ٢٠٢٢. اللجنة الوطنية للأخلاقيات الحيوية

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom for Male and Females (not less than 30 seats)
Technology equipment (projector, smart board, software)	Computer & data show in lecture hall (available) Software BlackBoard and ExamSoft
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Student • HOP • Peer Evaluator	• Course evaluation survey CES. • Open end questions are shown to instructors to prepare an action plan. • Peer evaluation report
Effectiveness of Students assessment	• Student • Peer evaluator	
Quality of learning resources	Student	Course evaluation survey CES
The extent to which CLOs have been achieved	• Student • Assessment committee	• Periodical reviewing of: • Course content. • Students' complaints.

Assessment Areas/Issues	Assessor	Assessment Methods
		• Attendance of students.
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

APPROVAL

Prepared By	Dr.Bshaer Jameel	Reviewed By	Approved By
Job Title	Lecturer	Job Title	Job Title
Date	19\04\2026	Date	Date
Signature		Signature	Signature

Course Specification
(Bachelor)

Course Title:	Maternity & Gynecology Nursing
Course Code:	NMGN 301
Program:	General Nursing Program
Department:	Nursing
College:	Batterjee Medical College – Jeddah Branch
Institution:	Batterjee Medical College
Version:	TP-153
Last Revision Date:	26/8/2025

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G. Specification Approval 9

A. General information about the course:

1. Course Identification

1. Credit hours: (6 hours/week)					
2. Course type					
A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (N2- third year)					
4. Course General Description:					
This course is designed to provide the students with knowledge, attitudes and skills, to apply it in practice for providing high quality of nursing care through using of nursing process for provision of care for healthy and high risk women during pregnancy, labor and delivery and postpartum as well as for newborn, and women with gynecological problems.					
5. Pre-requirements for this course (if any):					
NFUN 201 NFUN 202					
6. Co-requisites for this course (if any):					
None					
7. Course Main Objective(s):					
This course will equip students with competent knowledge to be skillful and creative in delivering high quality of nursing care for healthy and high-risk women during pregnancy, labor, delivery, and postpartum as well as for newborns, and women with gynecological problems					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning (lecturio)	√	90% 10%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (specify)	90
Total		165

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods	SDGs
1.0	Knowledge and understanding				
1.1	Contrast the structure and function of the external and internal female and male genitalia organs	K1	Interactive lectures	MCQs	**SDG 3**
1.2	Discuss human reproduction and fetal development as related to normal aspects of childbearing	K3	Interactive lectures	MCQs	**SDG 3**
1.3	Review physiological changes that occur during pregnancy and postpartum period including stages of normal labor	K3	Interactive lectures	- MCQs Clinical evaluation	**SDG 3&5**
1.4	Analyze common women's health problems across the lifespan and different types of family planning methods	K3	Interactive lectures	- MCQs - Assignment	**SDG 3,4& SDG 5**
2.0	Skills				
2.1	Appraise, generate, synthesize, translate and implement knowledge related to caring of women during pregnancy ,labor and postpartum period and with certain gynecological disorder	S.1.	• Case - based learning Interactive lecture Clinical demonstration	- MCQ - Case based written Exam - Clinical evalu	**SDG 3,4& SDG 5**

				ation	
2.2	Utilize information technology to locate up to date information related to maternity and gynecologic nursing	S2.	Student Prepared assignments	Assignment rubric	**SDG 3& SDG 4,5**
2.3	Develop effective communications skills while interacting with colleagues, health care professionals, patients, and their families, to provide coordinated maternity and gynecological care	S.3.	Active observation, • Lab demonstration • Clinical demonstration	• Assignment • Clinical evaluation • Practical evaluation	• **SDG 3& SDG 4,5**
2.4	Provide holistic, evidence-based, culturally appropriate, compassionate, safe, and competent effective maternity nursing care, that recognizes individual preferences, age, values, and needs using the nursing process as a framework	S.5.	• Clinical demonstration • Simulation	• Clinical evaluation Checklist	**SDG 3& SDG 4,5**
2.5	Assess women during pregnancy with emphasis on Leopold's maneuver, Fetal heart rate auscultation, edema assessment, deep tendon reflex assessment accurately	S.5.	• Laboratory demonstration	• Practical evaluation	**SDG 3**
2.6	Perform labor-related procedures with emphasis on uterine contraction assessment, Vaginal Examination Partogram applications, Immediate care of the newborn, second stage labor management, Placental Examination accurately	S5	• Laboratory demonstration	• Practical evaluation	**SDG 3**
2.7	Assess women during postpartum period with emphasis on Postpartum Fundal and Lochia assessment accurately.	S5	Laboratory demonstration	• Practical evaluation	**SDG 3**
2.8	Perform Breast Self-Examination properly	S5	• Laboratory demonstration	• Practical evaluation	• **SDG 5**

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods	SDGS
3.0	Values, autonomy, and responsibility				
3.1	Adhere to the ethical and legal issues that may arise when caring for women and their families	V.1. V.3.	Clinical and practical demonstration	• Rubric (clinical Evaluation and practical evaluation)	• **SDG 3& SDG 4,5**
3.2	Collaborate with colleagues and other health care professionals to provide maternity care.	V.2.	Assignment Clinical demonstration Practical Demonstration	Assignment • Rubric (clinical and practical evaluation)	**SDG 3& SDG 4,5**

C. Course Content

No	List of Topics	Contact Hours	SDGs
1.	Introduction to the course	3	**SDG 3**
2.	Anatomy & Physiology of Female and male Reproductive System	3	**SDG 3,4,5**
3.	Physiology of menstruation , fertilization and fetal development	3	**SDG 3,5**
4.	Biophysical Aspects of Normal Pregnancy	3	**SDG 3,5**
5.	Bleeding in early & late pregnancy	3	**SDG 3,5**
6.	Anemia & blood disorders in pregnancy Cardiac Disease in Pregnancy	3	**SDG 3,5**
7.	Hypertensive Disorder of Pregnancy	3	**SDG 3,5**
8.	Gestational Diabetes	3	**SDG 3,4**
8.	Management of Normal labor	3	**SDG 3,5**
10.	Management of Abnormal labor	3	**SDG 3,5**
11.	Biophysical aspect of the postpartum period	3	**SDG 3,4,5**
12.	Post-partum Complication	3	**SDG 3,4,5**
13.	Family planning	3	**SDG 4,5**
14.	Infertility Menopause Dysfunctional Uterine Bleeding Vaginal fistula	3	**SDG 3,5**
Total		45	

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes 1 &2	8 & 12	15%
2.	Practical evaluations	Through out semester	20%
3.	Clinical evaluation	13	20%
4.	Assignments	9	5%
5.	Final exam	16	40%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	*Murray, S., Mickinney,E (2019). Foundation of Maternal-Newborn Nursing.7th edition . Missouri: Saunders Elsevier* *Simpson K., Creehan P (2021). AWHONN's Perinatal Nursing.5th ed. Wolters Kluwer.* Pillitteri, Adele. (2010). Maternal & child health nursing: Care of the childbearing & childrearing family. 6th ed. Lippincott Williams & Wilkins.
Supportive References	Ricci, S.S.. *Essentials of maternity, Newborn, and Women's Health Nursing*. 3rd edition. 2013.Philadelphia: Wolters Klauwer. Perry S, Hockenberry M, Lowdermilk D, Wilson D: *Maternal-child nursing care,* ed 4, St. Louis, 2010, Mosby Lecture PDF
Electronic Materials	Saudi digital library
Other Learning Materials	Lecturio

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Online lectures Maternity and Nursing Lab
Technology equipment (projector, smart board, software)	Computer and data show Blackboard®
Other equipment (depending on the nature of the specialty)	Manikins for demonstration (high fidelity and regular).

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty	Direct • Percentage of achievement of the course learning outcomes
	Peer reviewer (faculty or program leader)	Indirect • Peer review evaluation
Effectiveness of Students assessment	Student	Indirect • Course evaluation survey
Quality of learning resources	Faculties, program leader and students	Indirect • Student satisfaction Survey Program Evaluation Survey - Couse Report - Annual program Report
The extent to which CLOs have been achieved	Faculties	Direct • Course learning outcomes assessment (Quizzes, Final exam, clinical and practical evaluation, and assignments)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	NURSING PROGRAM COUNCIL
REFERENCE NO.	NPC-MOM#1-2025-2026
DATE	18.9.2025

APPROVAL

Prepared By	Dr. Marwa Shahin	Reviewed By	Dr Nadia Awad	Approved By	Dr Mai Yaseen
Job Title	Course coordinator	Job Title	Quality coordinator	Job Title	Assistant Professor/Head
Date	1.9.2025	Date	01.09.2025	Date	01.09.2025
Signature		Signature		Signature	