

1. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024-2025/ second	2		theoretica 1	practical
		Physiology & Pathology	2	2

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

3. Teaching and Learning Strategies
<p>Three different teaching strategies are employed in this course, all these strategies are suitable for medical learning</p> <p>1- Behaviorism: This focuses on observing the measurable behaviors of the student after filling his memory with information and seeding his confidence by eliciting positive feedback and encouragement, rewarding him, or just recognizing him as intelligent.</p> <p>2- Constructivism: this type of education focuses on encouraging the students to participate in the work or discussions and to add their points of view to solve problems. This type of education is</p>

suitable for medical and practical sciences students, particularly in laboratory work, as students can aggregate into small groups, perform experiments, and exchange their experiences (or what they have learned). At the same time, the teacher observes the discussion between the students and intervenes only in case there is a wrong idea or misunderstood.

Humanism: This type of education relies on the idea that everyone has inherent capabilities that can be estimated by providing good environments for those capabilities to appear. The teacher's role in this type of education is to trigger the student's self-actualization.

4. Evaluation methods

- 1- Open discussion
- 2- Pre-test (direct questions at the beginning of the lectures)
- 3- Activities (brain storming)
- 4- Post -test (written)
- 5- Weekly quizzes
- 6-Monthly examinations

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. The most important sources of information about the program
State briefly the sources of information about the program.

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024-2025/ second	2	Physiology & Pathology	optional		√				√				√		

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:	
Physiology & Pathology	
2. Course Code:	

3. Semester / Year:	
second/2024-2025	
4. Description Preparation Date:	
26/1/2025	
5. Available Attendance Forms:	
lecture in the classroom & lab	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week in total 30 hours per course / 4 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Email:	
8. Course Objectives	
<p>Course Objectives</p>	<ul style="list-style-type: none"> ● Explains the consideration of applying ethical principles in collecting different samples from the patient ● Helps by taking into consideration the safety of the patient to be the first priority by ensuring the types of disease samples and preserving them until the appropriate tests are conducted and the pathogen diagnosed and the appropriate type of treatment is known for each disease case ● Explains the attempt to avoid making mistakes and not mixing up samples from patients to ensure accurate diagnosis and prescribing the appropriate treatment for each case.

9. Teaching and Learning Strategies

Strategy	Delivering the lecture using PowerPoint Continuous discussion through asking questions and answers in the hall and motivating the student to think independently and thus learn independently. Using innovative educational methods such as the smart board and educational presentations that bring the material closer to the student's mind.
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10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	Understand and apply lecture	Introduction to physiology: The cell and general physiology	The lecture	Daily, quarterly annual tests
second	2	Understand and apply lecture	Membrane physiology: Transport of substances through the cell membrane, membrane potential and action potentials	The lecture	Daily, quarterly annual tests
third	2	Understand and apply lecture	Contraction of skeletal muscle, excitation of skeletal muscle	The lecture	Daily, quarterly annual tests
Fourth	2	Understand and apply lecture	Contraction and excitation smooth muscle	The lecture	Daily, quarterly annual tests
Fifth	2	Understand and apply lecture	Heart muscle; the heart as a pump and function of the heart valves	The lecture	Daily, quarterly annual tests
Sixth	2	Understand and apply lecture	The Normal Electrocardiogram	The lecture	Daily, quarterly annual tests
Seventh	2	Understand and apply lecture	Blood cells, immunity, and blood clotting	The lecture	Daily, quarterly annual tests
Eighth	2	Understand and apply lecture	The body fluid compartments: extracellular and intracellular fluids; interstitial fluid and edema	The lecture	Daily, quarterly annual tests
Ninth	2	Understand and apply lecture	Urine formation by the kidneys: Glomerular filtration, renal blood flow, tubular processing of glomerular filtrate and their control	The lecture	Daily, quarterly annual tests
tenth	2	Understand and apply lecture	Regulation of acid-base balance	The lecture	Daily, quarterly annual tests
eleven	2	Understand and apply lecture	Respiration	The lecture	Daily, quarterly annual tests
twelve	2	Understand and apply lecture	The nervous system: General principles and sensory physiology	The lecture	Daily, quarterly annual tests
thirteen	2	Understand and apply lecture	Gastrointestinal physiology	The lecture	Daily, quarterly annual tests
Fourteen	2	Understand and apply lecture	Metabolism and temperature regulation	The lecture	Daily, quarterly annual tests
fifteen	2	Understand and apply lecture	Endocrinology and reproduction	The lecture	Daily, quarterly annual tests

11. Course Evaluation	
20 marks (theoretical exam)+20marks(practical exam)+10 marks(daily activity and quizzes) +50 marks final examination (40 theoretical and 10 practical) the total is 100	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	TEXTBOOK of Medical Physiology ELEVENTH EDITION Arthur C. Guyton, M.D.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	