Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Professional PracticeIV**
- Module Code: **BMS PP 2-5**
- Year: 2023- 2024
- Semester:**S5**
- Credit Hours:2
- Module contact hours:**49**
- Module Coordinator: Dr. Samar Ahmed Abd EL Salam

Module management members tasks

Task	*Responsible member*	*Department*	*Contact No. No./@medicine.zu.edu.eg*
1. E-learning coordination	د/ نورهان محمد	*Forensic & clinical toxicology*	01060491045
2. Course documents coordination	د/سمر أحمد عبد السلام	*Family Medicine*	01282563057 SamarMohammed@medicine.zu.edu.eg
3. Course Timetable & halls distribution preparation	د/سمر أحمد عبد السلام	*Family Medicine*	01282563057 SamarMohammed@medicine.zu.edu.eg
4. Students' attendance sheets preparation	د/سمر أحمد عبد السلام	*Family Medicine*	01282563057 SamarMohammed@medicine.zu.edu.eg
5. Students' assessment coordination	د/ أمير	*Internal Medicine*	01015589414

B- Statistical Information

- No. of students attending the module:1783,Percent: 100%
- No. of students completing the module: 1783, Percent: 100%
- No. of students attending exam:1741, percent: 97.64%
- **Results:**

No. of Passed students: 1741, Percent: 100%

No. of Failed students 0.0, Percent: 0.0%

- **Grading of successful students:**

Excellent: No:1660, Percent: 95.3 %
Very Good: No:60,Percent: 3.5%
Good;NO;21, percent :1.2%
acceptable ;NO,0.0, Percent 0.0%

C- Professional Information

1- Module teaching

Day	Time	Type session	Group no.	Name of session
	9-11	Skill lab	A1-2	**Different injections(IM)**
	11-1	Skill lab	B1-2	**Different injections(IM)**
	break 12-12:30			
	1:30-3:30	Skill lab	C1-2	**Different injections(IM)**
SAT 16-12	Online 9-11	SGS	IM Groups A5 From C3 - C10 Forensic Groups A3 – A4 From B3 –B10	**Oxygen therapy ,ICU monitoring** **Medical ethics (introduction to history taking**
	Online 11-1	SGS	IM Groups B3-B4 From B6-B10 Forensic Groups A5-A6 From C3-C10	Oxygen therapy,ICU monitoring Medical ethics (introduction to history taking)

	Online 6-8 PM	SGS	Forensic Groups A1-A2 B1-B2 C1-C2 From A7-A10	Medical ethics (introduction to historytaking)
	Online 8-10 PM	SGS	IM Groups A9-A10	Oxygentherapy, ICU monitoring
Sun. 17-12	9-11	Skill lab Practical	B3-4 A	**Different injections(IM) SGS -counselling**
	11-1	Skill lab Practical	A3-4 C	**Different injections(IM) SGS-counselling**
	break 12-12:30			
	1:30-3:30	Skill lab Practical	C3-4 B	**Different injections(IM) SGS-counselling**
Mon. 18-12	9-11	Skill lab	C9-10	**Different injections(IM)**
	11-1	Skill lab	B9-10	**Different injections(IM)**
	break 12-12:30			
	1:30-3:30	Skill lab	A9-10	**Different injections(IM)**
	Online 9-11	SGS	IM Groups B1-B2-B5 Forensic Groups From A1-A8 C1-C2	**Oxygen therapy, ICU monitoring** **Doctor patient relationship and malpractice**

	Online 11-1	SGS	IM Groups A1-A4 A6-A8 C1-C2 Forensic Groups B1-B8 C3-C4	**Oxygen therapy, ICU monitoring** **Doctor patient relationship and malpractice**
	Online 6-8 PM	SGS	Forensic Groups B9-B10 A9-A10 From C5-C10	**Doctor patient relationship and malpractice**
Tus. 19-12	9-11	Skill lab Practical	A5-6 C	**Different injections(IM) SGS-difficult consultation**
	11-1	Skill lab Practical	B5-6 A	**Different injections(IM) SGS-difficult consultation**
	break 12-12:30			
	1:30-3:30	Skill lab Practical	C5-6 B	**Different injections(IM) SGS-difficult consultation**
Wes. 20-12	9-11	Skill lab	C7-8	**Different injections(IM)**
	11-1	Skill lab	B7-8	**Different injections(IM)**
	break 12-12:30			
	1:30-3:30	Skill lab	A7-8	**Different injections(IM)**

2- Topics taught as a percentage of content specified: 100%

3- Teaching and learning methods:

Methods	Advantages
• **Lectures (F2F)**	Allows teaching to large groups at the same time
• **SGS**	Allow interaction between the staff members and students in focused groups
• **Practical**	Allow acquisition of practical skills by students
• **Portfolio**	Encourages students' reflection on their learning outcomes and needs

4- Student assessment:

5- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

Throughout the module during lectures, small group sessions & Incision Academy e-exams.

- **What went well?**

Sessions went well with active participation of students

- **What could be improved?**

Allowing more time between the lecture and the applied SGS session

B. Summative assessment

What were the methods and tools?

During the module:

- Assignments
- Student portfolio

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (MCQ), Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it (None)

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.(None)

Explain if there were any unusual events or circumstances that might have affected the grade distribution.

(None)

6- Examination committee:

Head: Prof dr. Shereen Mohammed Bahgat Awad

Members: prof dr. Ezzat Mostafa

prof. dr. Eman abdelrady

Role of external examiner: (NA)

7- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: NO
- Adequate to some extent:**YES**
- Inadequate: NO

8- Administrative constraints

List any difficulties encountered: None

9- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments (Student reflection in portfolio) (√)

3. Surveys (√)

Strength points

1- Hands-on practical learning improved understanding of scientific concepts.

2- Scientific materials and laboratory demonstrations enhanced student engagement.

3- Teaching staff were viewed as supportive and interactive throughout the module.

Students' Learning Needs

1- Increase practical applications

2- Resolve Microsoft Teams' technical issues**.**

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Some classrooms have inadequate ventilation, which may affect the learning environment.	Regular reporting of problems and follow-up

10- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
1. Enhance laboratory infrastructure	**By the academic year 2024-2025**	**Faculty members and assistants**
2. Preparation of practical revision schedules	**By the academic year 2024-2025**	**Faculty members and assistants**
3. Apply academic advising	**By the academic year 2024-2025**	**Faculty members and assistants**

SIGNATURE

DATE: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Health care systems and services**
- Module Code: **BMS HS 2-1**
- Year: **2023- 2024**
- Semester: **S5**
- Credit hours: **6 hours**
- Module contact hours: **165 hours**
- Module Coordinator: **Ghadeer Abdelaal**

Name of Module management team	Department	Task	Contact number
Dr. Rasha Bahaa	Family	**E-learning coordination**	01228258724
Dr. Ghadeer Abdelaal	Forensic	**Course document coordination**	01003593789
Dr. Enjy Khorshed	Community	**Course timetable & halls distribution preparation**	01000098266
Dr. Hoda Gamal **Dr. Asmaa Abdallah** **Dr. Esraa Elazazy**	Forensic Community Family	**Students' attendance sheets preparation**	01011444301 01022903337 01123850039
Dr. Shymaa Abd Elkader	Forensic	**Communication and module report**	01067575204

B- Statistical Information

- No. of students attending the module: 1736
- No. of students completing the module: 1605
- No. of students attending exam: 1605
- **Results:**

No. of Passed students: 1591 , Percent:99.13%
No. of Failed students 14 , Percent: 0.87%

- **Grading of successful students:**

Excellent: No: 1078 , Percent: 67.17%
Very Good: No: 331 , Percent:20.62%
Good;NO; 157 , percent :9.8%
acceptable ;NO, 25 , Percent :1.56%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **SGS** Structure of PHU + Data collection tools Concept of family medicine **Face to face** **Lectures** Introduction to HCS module Overview of the health care systems & Health sector reform and the strategic plan of MOHP in Egypt The concept of family medicinePrimary Health Care (PHC) Identification (1)
2nd	**Online** **Lectures** Death and Postmortem 1 Death and Postmortem 2 Referral system and letter writing Health Quality and quality tools Prioritization **SGS** Identification 2 (X-ray/Hair and fibers) Referral system Prioritization **Face to face** **Lectures** Identification (2) Health management + planning family HR & Assess information from F health records

	Universal health coverage **SGS/Practical** Field preparation + Questionnaire design Referral letter writing (practical) Identification 1 (Bones) Family health records Planning function and SWOT analysis **Flipped** Flipped: Death and Postmortem (photos)
3rd	**Online** **Lectures** Health care Economics & Accreditation Health services (1) Health services (2) BBP Occupational health and ergonomics Family health team Sudden natural death Suspicious death (Asphyxia) **Face to face** **SGS** FHR practical Quality tools **Field visits** Field visit: assessment of PHU structure- PHU records (Community medicine) Field assessment of family files + referral letter **TBL** Health care systems and health sector reform in Egypt Primary Health Care (PHC) Universal health coverage Management and planning function Identification Death and postmortem changes
4th	**Online** **SGS**

	Asphyxia BBP Occupational physician roles and services **Face to face** **Lectures** Suspicious death (Drowning) Demography (Census) +Population pyramid Vital indices Crime scene investigation and chain of custody **Practical** Demography (Census) +Population pyramid Vital indices **Flipped** Family in family medicine **Field** (Family and community) presentation and Final field report submission Field 2 community

2- Topics taught as a percentage of content specified (100%)

- Reasons in detail for not teaching any topic (None)
- If any topics were taught which are not specified, give reasons in detail (None)

3- Teaching and learning methods:

	Methods	Advantages
1.	Lectures (face to face)	Allows teaching to large groups at the same time
2.	lectures (Recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
3.	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups
4.	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students
5.	Flipped learning	- Encourage student self-learning -Encourage teamwork

		- Enhance presentation skills of students
6.	Practical sessions	-Allow acquisition of practical skills by students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  - Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**

  Sessions went well with active participation of students

- **What could be improved?**

  -Allowing more time between the lecture and the applied SGS session

  - Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 3 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

- **What were the methods and tools?**

  During the module:

  1- Team based learning (TBL) [case studies, MCQ]
  2- Flipped [Assessment rubrics, checklist]
  3- Assignment (field visits report)

  Final module exam

  • Mid module examination in the form of quiz.

  Final examination:

  Written examination (short essay- short questions- MCQ),
  Practical exam (OSPE)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change and the reasons for it** (None)

- **If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.** (none)

- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.**
  (None)

5- Examination committee:

Head:
Prof. Shereen Mohamed Bahgat

Members:
Prof. Eman Abdelrady Elkhishin
Prof. Mona Aboserea
Prof. Shereen Mohamed Bahgat

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: No
- Adequate to some extent: **Yes**
- Inadequate: No

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers) some teaching rooms inadequate regarding lighting and ventilation with lack of clearance.
Shortage of workers

7- Administrative constraints
List any difficulties encountered: None

8- Student evaluation of the module:
Done by (select the used method):

1. Verbal communication (√)
2. Written comments
3. Surveys (*Attach the survey responses*)

List any criticism	Response of MMT
Non-functioning computers and data show at some halls	- Staff members were instructed to bring their own laptops and cables for data show - Use printed material - Change the halls sometimes

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up
Shortage of workers with delay in starting schedule	Contact with worker earlier to be on time
Some teaching rooms were unsuitable	Regular reporting of problems and follow up

9- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

10-Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion

11-Action plan for academic year 2024/2025y

Actions required	Completion date	Person responsible

Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2024-2025**	**Faculty members and assistants**

Name	Signature	Heads of the shared departments	Signature
Dr. Rasha Bahaa			
Dr. Ghadeer Abdelaal			
Dr. Enjy Khorshed			
Dr. Asmaa Abdallah			
Dr. Hoda Gamal			
Dr. Esraa Elazazy			
Dr. Shymaa Abd Elkader			

Semester coordinator: **Signature**

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- **Module Title:** **Introduction to clinical practice**
- **Module Code:** **BMS IC 2-1**
- **Year:** **2023-2024**
- **Programme (s) on which this module is given:** **phase II of the integrated M.B. &B.CH program**
- **Semester:** **S5**
- **Credit hours:** **5 credit hours**
- **Module contact hours:** **57 hours (25 hrs Lectures\5 hrs TBL & flipped\14 hrs SGS\ 23 hrs practical)**
- **Module Coordinator:** **Dr. Khaled Saad**

Name of Module management team	Department	Task	Contact number
Dr. Salma Watfa	Paediatric	E-learning coordination	01001265507
Dr. Doaa Elsayed Abdelrazzak	Forensic Medicine & Clinical Toxicology	Course document coordination	01033647866
Dr. Raghda Hamed Deraz	Forensic Medicine & Clinical Toxicology	Course timetable &halls distribution preparation	01061237598
Dr. Ahmed Fahmy	Anaethesia		01147265752
Dr. Asmaa Ahmed Saad	Clinical Pathology	Students' attendance sheets preparation	01141375012
Dr. Abdelfattah Abdel-Wanis	General Surgery		01025553340
Dr. Abdelfattah Mohamed	Internal Medicine		01008835622
Dr. Essam Tharwat	Radiology	Students' assessment coordination	01028288917

B- Statistical Information

- No. of students attending the module: 1736
- No. of students completing the module: 1589
- No. of students attending exam: 1589
- **Results:**

No. of Passed students: 1579 , Percent: 99.37%
No. of Failed students 10 , Percent: 0.63%

- **Grading of successful students:**

Excellent: No: 1089 , Percent: 68.53%
Very Good: No: 348 , Percent: 21.9%
Good; NO; 126 , percent :7.92%
acceptable; NO, 16 , Percent :1%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	Online Lectures • Stabilization and decontamination of poisoned cases • Elimination of poisons and management of poisoning • Introduction to x-ray &ultrasound • Blood stains • General appearance & mental assessment (medicine) • Ethical practice and safety considerations in laboratories Online SGS Decontamination, elimination and treatment of poisoning\Blood stains\Head to toe examination Face to face Lectures (Pediatrics history taking and symptomatology\Wound management surgery\Preoperative assessment and regional anesthesia\General principles and diagnosis of poisoning) Clinical (Pediatric vital signs\ BLS -anesthesia\History taking \Vital signs (internal medicine)) Practical: Suturing (surgery) \ BLS (anesthesia) SGS (Management of wound\General principles & diagnosis of poisoning and stabilization\imaging modalities of CNS & MS)
2nd	Online Lectures • Preoperative assessment medicine

	• Safety and risk management of contrast media • Environmental toxicology • Pain • Introduction to CT, MRI & PET SGS Medicolegal aspects of wound General examination (medicine) Imagining modalities of abdomen/miscellaneous radiology Face to face Lectures (Total testing processes (Cl. Path.), Medicolegal aspect of wound, Common surgical swelling) Clinical: Surgical swelling, Vital signs (medicine), Examination of swelling Practical: Sutures, BLS SGS: Pain, Imaging modality CNS- MS/ history taking medicine Flipped General appearance (Paediatrics), Total testing processes /safety
3rd	Face to face Clinical Examination of surgical swelling, Examination of ulcer Practical BLS TBL (medicine, radiology &cl. Pathology)

2- Topics taught as a percentage of content specified: >….

Reasons in detail for not teaching any topic:
If any topics were taught which are not specified, give reasons in detail

3- Teaching and learning methods:

	Methods	Advantages
1.	Lectures (face to face)	Allows teaching to large groups at the same time
2.	lectures (Recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
3.	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups
4.	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students

5.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students
6.	Practical sessions	-Allow acquisition of practical skills by students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  During the small group sessions and flipped classrooms, formative assessment was done using multiple tools as case scenarios and MCQs which were done throughout the module.

- **What went well?**

  Formative assessment enhanced the learning objectives and easy delivery of knowledge with the active participation of the students.

- **What could be improved?**

  Providing homework questions after each session to maintain student self-research.

B. Summative assessment

What were the methods and tools?

- Team-based learning (TBL) [case studies, MCQ], Flipped [Assessment rubrics, checklist].
- Practical exam (OSPE) (Using PowerPoint presentation).
- Written Exams (Academic Essay).

- **If there were any changes in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it**
  - Non
- **-If there were any changes in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it**
  - **Non**
- **If there were any changes in the methods planned for student assessment, indicate the change(s) and their reasons.**
- Non.
-
- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.**

  Non.

5-Examination committee:

For OSPE and Academic assay (written exam and quiz)

Head: Prof Khaled Saad Head of General surgery Department

Members:

Dr. Iman Abdelrady Elkhishin	Forensic Medicine & Clinical Toxicology department
Dr. Osama Elsafy	Pediatrics department
Dr. Amal Zidan	Clinical Pathology department
Dr. Ezzat Mostafa	Internal Medicine department
Dr. Hala Elsadek	Anaesthesia department

Role of external examiner:

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: ×
- Adequate to some extent: √
- Inadequate: ×

List any inadequacies:

1- Network (very poor in nearly half the halls)
2- Computers either not present or not working
3- Data shows

7- Administrative constraints

List any difficulties encountered:

1- Some classrooms were not provided by computes and data show and breakdown on other classes.
2- Lack of efficient network
3- Lack of air conditioner
4- Lack of comfortable chairs for students

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication √
2. Written comments X
3. Surveys (*Attach the survey responses*)

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when available
Non or Malfunction of computes and data show	Staff uses their own laptops when available and whiteboard.

9-Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √
2. Written comments √
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up
Shortage of workers with delay in starting schedule	Contact with worker earlier to be on time
Some teaching rooms were unsuitable	Regular reporting of problems and follow up

9- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)
Increase no. of teaching halls	Yes
Reduce the curriculum content	Yes (partially)
Repair of computers and data show	Yes (some)

10- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide adequate places to hold the mid module exam for all students at the same time	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2024-2025**	**Faculty members and assistants**

Semester coordinator: **Signature**

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Cardiovascular disorders**
- Module Code: **BMS CV 2-2**
- Year: **2023- 2024**
- Semester: **S7**
- Credit hours: **6 hours**
- Module contact hours: **96 hours**
- Module Coordinator: Dr**. Ibtesam El-Dosouky**
- Module Management Team:

Name	Department
Dr. Ibtesam El-Dosouky	Cardiology
Dr. Al Shaymaa Ahmed Ali	Paediatrics
Dr. Aiman Fathi	Internal Medicine
Dr. Amr El Sayed Tawfek	Cardiothoracic surgery
Dr. Raghda Hamed Abdel Aziz Deraz	Forensic & clinical toxicology
Dr. Mohamed Ahmed Effat El Sherbeni	Vascular surgery
Dr. Eman Mohamed Abd El_sattar	Family Medicine

B- Statistical Information:

- No. of students attending the module:1344, Percent: 100%
- No. of students completing the module:1325 , Percent: 98.6%
- Absent students: 103, Percent 7%
- **Results:**
  - No. of Passed students: 1308 , Percent: 97.3%
  - No. of Failed students: 36, Percent: 2.7%
- **Grading of successful students:**
  - Excellent: No. : 878 Percent: 65.3%
  - Very Good: No.: 299 Percent: 22.3%
  - Good: No. : 111 Percent: 8.3%
  - Pass: No. : 20 percent 1.5%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures (Recorded)** - Adult Rheumatic fever **Face to face** **- Lectures** -Rheumatic fever -Infective endocarditis -Aortic valve diseases -Acute arterial disease (vascular surgery) - Digitalis toxicity **-SGS** - History taking (case scenario) - Rheumatic fever (case scenario) - General Examination (case scenario) - Infective endocarditis (case scenario) - Acute arterial disease (case scenario) **Clinical sessions** -History taking& symptomatology -General Examination - Rheumatic fever -Acyanotic congenital heart disease -Acute arterial disease **Flipped** - Case of fever in cardiac patient.
2nd	**Online** **Lectures (Recorded)** Mitral valve disease Tricuspid valve disease **Face to face** **Lectures** - Acyanotic congenital heart disease

	- Dilated cardiomyopathy - Hypertrophic & restrictive cardiomyopathy - Pericarditis - Pericardial effusion - Chronic arterial disease - Nicotine, ergot, aconite toxicity **Clinical sessions** - local cardiac examination(Inspection &palpation) - Auscultation(basics) - Acyanotic congenital heart disease - Chronic arterial disease **SGS** - Acyanotic congenital heart disease(case scenario) - Aortic valve disease & Mitral valve disease(case scenario) - Chronic arterial disease(case scenario) **Flipped** - Cyanosis
3rd	**Online** **Lectures (recorded)** - 1ry& 2ry hypertension **Face to face** **Lectures** - Cyanotic congenital heart disease - Adult congenital heart disease - Acute venous disease - Acute coronary syndrome - Chronic coronary disease - Supraventricular arrhythmia **TBL** - Valvular and myopathy **Clinical sessions** - Auscultation (S1&2,murmurs& additional sounds) - Cyanotic congenital heart disease

	SGS -Auscultation (S1&2,murmurs additional sounds case scenarios) -Cyanotic congenital heart disease(case scenario) -Hypertension (case scenario) -ECG (basic) -ECG(chamber. enlargement & ischemia) -Coronary artery diseases(case scenario) **Flipped:** Chest pain & risk factors
4th	**Online** **Lectures (recorded)** Ped. & adult Heart failure Syncope x- ray (ped) **Face to face** **Lectures** -Chronic Venous & lymphatic -Prevention GL of HTN -Sinus disease& heart block -Ventricular tachycardia -Pulmonary hypertension -Pulmonary embolism -Aortic aneurysm& dissection **TBL** - Congenital heart **Clinical sessions** -Chronic Venous & lymphatic -Prevention GL of HTN **SGS** - ECG (tachy- case scenario) -Chronic Venous & lymphatic (case scenario) -Prevention GL of HTN(case scenario) -Heart failure (case scenario)

	-Coronary artery disease (case scenario) -Digitalis toxicity (case scenario) -x-ray **<u>Flipped</u>** - Case of dyspnea
5th	**TBL:** Arrhythmia

2- Topics taught as a percentage of content specified (100%)

- Reasons in detail for not teaching any topic (None)
- If any topics were taught which are not specified, give reasons in detail (None)

Teaching and learning methods:

	Methods	Advantages
1.	Lectures (face to face)	Allows teaching to large groups at the same time
2.	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
3.	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups
4.	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students
5.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students
6.	Clinical/practical sessions	-Allow acquisition of clinical skills by students

3- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning and small group sessions by using case scenario discussions.

- **What went well?**
  Sessions went well with active participation of students

- **What could be improved?**
  -Allowing more time between the lecture and the applied SGS session
  - Allow more time for teaching the module totally, as the students have condensed course in a very short time(begin from 9 am to 3 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

- **What were the methods and tools?**

During the module:

1- Team based learning (TBL) [case studies, MCQ]
2- Flipped [Assessment rubrics, checklist]

Final module exam

• End module examination in the form of quiz.

Final examination :Written examination (short essay- short questions- MCQ), Practical exam (OSPE)
And Clinical exam (OSCE)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change and the reasons for it** (None)

- **If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.** (none)

- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.**
  (None)

4- Examination committee:
Head: Prof. Tarek Naguib

Members:
Prof. Laila El-Maghawry
Prof. Ezzat Mostafa
Prof. Osama Elsafi
Prof. Abd El Rhman Gamil
Prof. Shereen Bahgat
Prof. Nagah Hegazy
Prof. Alaa Abd El Hafeez

Role of external examiner: (NA)

5- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: No
- Adequate to some extent: **Yes**
- Inadequate: No

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

6- Administrative constraints
List any difficulties encountered: None

7- Student evaluation of the module:
Done by (select the used method):
1. Verbal communication (√)
2. Written comments
3. Surveys (*Attach the survey responses*)

List any criticism	Response of MMT
Non-functioning computers and data show at some halls	- Staff members were instructed to bring their own laptops and cables for data show - Use printed material - Change the halls sometimes
Poor organization of the module e-book and handout	- upgrading and rewriting of the target topics

8- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

9- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

10- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion

11- Action plan for academic year 2024/2025y

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2023-2024**	**Faculty members and assistants**
Provide adequate places to hold the mid module exam for all students at the same time	**By the academic year 2023-2024**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2023-2024**	**Faculty members and assistants**
The handout must be rearranged (some topics are not needed for GP and others had	**By the academic year 2023-2024**	**All participating** Staff members in the CMMT

shortage in knowledge		

Topics to be changed in the e-book and handout:

Ischemic heart disease (acute and chronic), myocardial disease, many chapters are shortened with loss of the main knowledge.

I think all topics must be revised well , and standardized to OXFORD hand book of undergraduate

- Cardiotoxic effect of chemotherapy must be added in steed of ergot or lanoxin, they are no longer used but chemotherapy and its cardiotoxic effect must be known to all GPs
- National guidelines added by family medicine must be revised and incorporated with the main topic, not separated as a new entity.
- Clinical part show defects in history and general examination, with redundant data on auscultation.

Module coordinator:
Signature: Ibtesam El-Dosouky
Date: 19 / 8 / 2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: Nervous & psychiatric disorders
- Module Code: BMS NP 2-1
- Year:2023-2024
- Semester: S6
- Credit hours:7
- Module contact hours: 160 hours
- Module Coordinator:

  Dr. El Hussein el arishy / Assistant Professor of Internal Medicine

Module Management Team:

Name	Department
Dr. el Hussein el arishy	Assistant Professor of Internal Medicine
Dr. noha hashim	Assistant professor of Neurology
Dr yomna khalil	Assistant professor of psychiatry
Dr Mohamed gamal	Assistant Prof of Diagnostic radiology
Dr Ahmed Morsi	Assistant Prof of Neurosurgery
Dr Mohamed Hamed	Assistant Professor of Plastic Surgery
Dr. Mona Ahmed	Lecturer of tropical medicine

B- Statistical Information

- No. of students attending the module: 1840 **(100%)**
- No. of students completing the module:1792 (97.39%)
- Results:

No. of Passed students:1759 (98.16%)
No. of Failed students: 33 (1.84%)

- **Grading of successful students:**

Grade	Failed	Excellent	Very Good	Good
Number	33	1133	408	186
Percentage	1.84%	63.22%	22.77%	10.38%

C- Professional Information

1- Module teaching

Week: 1

Topics actually taught	
Lecture **Recorded**	**History MSE**
Lecture **Recorded**	**Schizophrenia**
Lecture **Recorded**	**Peripheral nerve injury (plastic)**
Lecture **Recorded**	**Epilepsy**
Lecture **Recorded**	**Hemiplegia**
Lecture	Introduction of neurology
Lecture	Head trauma
Lecture	Spine trauma
S/session	**History mental**
S/session	**Peripheral nerve**
S/session	**History mental**
S/session	**History and speech Neuro**
S/session	**Schizophrenia**
S/session	**Head trauma**
S/session	**Cranial nerves (1-6)**
S/session	**spine trauma**

Interactive sessions: S/session/ week = 18 practical/SGS + 2hr (flipped or TBL)

Week: 2

Topics actually taught	
Lecture **Recorded**	**Anxiety**
Lecture **Recorded**	**OCD,PTSD**
Lecture **Recorded**	**Peripheral neuropathy**
Lecture **Recorded**	**CNS Tumor**
Lecture **Recorded**	**Paraplegia**
S/session	**Cranial nerves (7-12)**
S/session	**CNS tumor**
S/session	**Tetanus**
S/session	**Motor examination (inspection, tone)**
S/session	**anxiety**

S/session	**Motor examination (reflex, coordination)**
S/session	**OCD ,PTSD**

Week: 3

Topics actually taught	
Lecture **Recorded**	**Mood disorders**
Lecture **Recorded**	**Geriatric**
Lecture **Recorded**	**Headache**
Lecture	Ataxia
Lecture	Degenerative spine
Lecture	Encephalitis, meningitis
On line session	**Radiology, radiological anatomy, trauma Radilogy (infection,stroke,tumor, miscellaneous**
S/session	**Mood disorders**
FLIPPED	**Hydrocephalus ,congenital anomalies**
TBL	**stroke**
S/session	**Degenerative spine**
S/session	**Sensory examination**
S/session	**Meningitis case**

Week: 4

Topics actually taught	
Lecture **Recorded**	**Substance abuse,**
Lecture **Recorded**	**Myopathy**
Lecture **Recorded**	**MND-MG**
Online session	**Radiology, radiological anatomy, trauma Radilogy (infection,stroke,tumor, miscellaneous)**
Lecture	**Substance abuse,**
Lecture	**Myopathy**
S/session	**Case neurology 1**
S/session	**Hgic stroke**
S/session	**Hand injuries**
S/session	**substance abuse**
S/session	**Case neurology 1**
S/session	**Surgical infection ,functional neurosurgery**

Week: 5

Topics actually taught	
Online session	**Geriatric**
	Quiz

Teaching and learning methods:

	Methods	Advantages	Challenges
1.	Lectures	Allows teaching to large groups of students	- Not all students attend the lectures - No reliable way to record student attendance
2.	Team Based Learning (TBL)	- Enhance collaborative learning between students - Stress the role of an individual to a team - Enhance team work	- Some halls are very big to put large number of students which make difficulty in their control - Inadequate number of classes - Technical problems, such as computers and data show in some halls
3.	Flipped Learning	- Allow student self-learning - Improves presentation skills of students - Enhances group work	Encourage reactivity of student for self-learning and work in a team, but makes some students to depend on others
4.	Small Group Sessions	Allow the use of interactive teaching methods e.g discussion, brainstorming etc	Inadequate numbers of faculty members and halls (the size of outpatient clinic halls)
5.	Practical Sessions	Student attain practical skills	- Difficulty of providing clinical cases for all groups of students at the same time - some students not apply on clinical cases and this makes disturbance between students during the exam - Large number of students not allow each one of them to practice clinical on the cases or manikin
6.	Online sessions	Allow the use of interactive teaching methods	-The faculty members of some departments were not sufficiently trained in

			the methods of distance eduction - Not all students participate during the session

1- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning and small group sessions. By using case scenario and multiple-choice best answer.
  - Attending staff provided constructive feedback regularly to improve students learning
- **What went well?**
  Feedback improve student learning and encourage their active participation in the sessions
- **What could be improved?**
  Providing homework assignment after each session to maintain student self-learning.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

Final module exam

- Mid module examination in the form of multiple choice questions
- Written examination (short essay- short questions- MCQ).
- Practical exam (OSPE)
- Clinical exam

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
No change

Explain if there were any unusual events or circumstances that might have affected the grade distribution.
None.

2- Examination committee:

Head: Alaa Abdel Ghany Professor of neurology

Membere: prof. Halaa Hafez

Associ.Prof. Engy Emad

Role of external examiner:
NA

3- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: no
- Adequate to some extent: yes
- Inadequate: no

List any inadequacies:

1. Internet connection e.g. outpatient clinic building halls and lab building
2. Computers: technical problems in e.g. outpatient clinic building.
3. Data show: Poor quality of screen colours which affected the ability of the students to distinguish some slides.

Administrative constraints

List any difficulties encountered:

none

4- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication√√
2. Written comments
3. Surveys (*Attach the survey responses*)

List any criticism	Response of MMT
Non-functioning and non availability of computers and data show at some halls	- Faculty members were instructed to bring their own laptops and cables for data show -White boards were used - change the halls sometimes

5- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication√
02. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical malfunction of computers and data show	**Regular reporting of problems and follow up**
The large content of knowledge (quantity and quality) not suitable for undergraduate	

The difference in knowledge between departments although they have the same address in lecture ,also the difference in clinical sheet (as history taking)	

Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Prepare handout before starting of the module to be available to all student early	By the academic year 2024-2025	Faculty members and assistants
Training the faculty members for all methods of teaching	By the academic year 2024-2025	Curriculum committee

Module coordinator:
Signature …….
Date: 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Kidney and urogenital disorders**
- Module Code: **BMS KU2-2**
- Year: 2023/2024
- Semester: **S6**
- Credit hours: **7**
- Module contact hours: **90**
- Module Coordinator: Dr Nashaat Salama

Name of Module management team	Department	Task	Contact number
Dr Nashaat Salama	Urology	**E-learning coordination**	01001926415
Dr Shrook Khashaba	Dermatology, venereology & andrology	**Course document coordination**	01000089304
Dr Ayman Ryad	Internal Medicine	**Course timetable &halls distribution preparation**	01092192223
Dr Ayman Ryad **Dr Amal Elgohary**	Internal medicine Pediatric	**Students' attendance Sheets preparation**	01092192223 01011820665
Dr Nashaat Salama	Urology	**Students' assessment coordination**	01001926415

B- Statistical Information

- No. of students attending the module: 1840
- No. of students completing the module:1803 ,percent: 97.99%
- **Results:**

No. of Passed students: 1793 , Percent: 99.45%
No. of Failed students 10 , Percent: 0.54%

- **Grading of successful students:**

Excellent: No: 1436 , Percent: 78.04%
Very Good: No: 265 , Percent: 14.4%
Good;NO; 86 , percent :4.67%
acceptable ;NO, 6 , Percent :0.33%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Lectures** **Face to face** Anatomy & physiology of kidney & urology system Acute kidney injury Obstructive uropathy **Online** Dark urine in pediatric Urogenital discharge CKD External genital disorders **Clinical SGS** History taking Symptomatology Urethral discharge Investigation Renal tumours **Practical** Clinical pediatric skill lab Local and general examination **Flipped** SLE and glomerulopathy
2nd	**Lectures** **Face to face** UTI AKI-HUS **Online** Genital ulcers Generalized oedema & nephrotic syndrome Glomerular diseases Erectile dysfunction & infertility proteinuria **Clinical SGS** Generalized edema Bladder tumors ESRD Prostate Proteinuria **Practical** Clinical pediatric skill lab
3rd	**Lectures** **Face to face** Urological emergencies Tubulointerstitial diseases **Online** UTI in pediatrics HIV- skin manifestation of renal diseases Congenital anomalies

	Clinical RRT Genital ulcers Acid base abnormalities Body fluids and electrolytes **Practical** **Skill lab**
4th	**Clinical** HIV-ED-male infertility- skin manifestation of renal diseases Urinary stones Body fluids and electrolytes **TBL** **Haematuria**

2- Topics taught as a percentage of content specified: > 90%

Reasons in detail for not teaching any topic (None).

If any topics were taught which are not specified, give reasons in detail.

3- Teaching and learning methods:

	Methods	Advantages	Challenges
1	-F2F lectures -recorded lectures	Allow students interaction with staff Time saving	Very low attendance rate Assure that students listen the lectures
2	SGS	Immediate Face to face feedback	Limitations in teaching facilities
3	Clinical sessions	Hands on student teaching	Availability of patients

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  TBL, flipped and mid module quiz
- **What went well?**

All went well.
- **What could be improved?**

B. Summative assessment

What were the methods and tools?

During the module: mid module quiz

Final module exam:

Written questions. (short essay)- MCQ- OSPE- OSCE

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
No change
Explain if there were any unusual events or circumstances that might have affected the grade distribution.

5- Examination committee:

Head: prof. Lotfy Bendary
Members: Prof. Ezzat Mostafa – Prof. Osama Elsafy
Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: No
- Adequate to some extent: No
- Inadequate: Yes

List any inadequacies:

Most of the data show devices and CPU in the teaching halls are not working probably.

7- Administrative constraints

List any difficulties encountered: none

8- Student evaluation of the module:

Done by (select the used method):
1. Verbal communication *
2. Written comments
3. Surveys

List any criticism	Response of MMT
Over-crowded rooms	Transfer students to other halls
Lack of air conditioning or malfunction devices	Sending maintenance
Non or malfunctioning laptops and data show devices or cables	Staff bring their laptops and HTML cables

Faculty members and assistants' evaluation of the module

Done by (select the used method):
1. Verbal communication *
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Over-crowded rooms	Transfer students to other halls
Lack of air conditioning or malfunction devices	Sending maintenance

Non or malfunctioning laptops and data show devices or cables	Staff bring their laptops and HTML cables

9- Comments from external evaluator(s):

Comments	Response of MM team

10- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)	Reasons for non-completion
Repair malfunctioning devices	partially	

11- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Revision and necessary update to curriculum	October 2024	Curriculum committee and MMT

Name	Signature	Heads of the shared departments	Signature
Dr Nashaat Salama		**Prof. Lotfy Bendary**	
Dr Ayman Ryad		**Prof. Ezzat Mostafa**	
Dr Amal Elgohary		**Prof. Osama Elsafy**	
Dr Shrook Khashaba		**Prof Mohamed Khater**	

Semester coordinator : **signature**

Date: 21 / 8 / 2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Preventive medicine and Infections**
- Module Code: **BMS PI 2-1**
- Year: **2023/2024**
- Semester: **S6**
- Credit hours: **3**
- Module contact hours: **81**
- Module Coordinator: **Module management team**

Name	Department
Dr. Doaa Habib Mohamed	Public health
Dr. Nada Abbas	Family Medicine
Dr. Heba Shafeq	Internal Medicine
Dr. Ahmed Lotfy	Tropical Medicine
Dr. Yousef El Ayman	surgery

B- Statistical Information

- No. of students attending the module: 129 , Percent: 100 %
- No. of students completing the module: 127, Percent: 98.4%
- No. of students attending exam: 110, percent: 85.3 %
- Results:

No. of Passed students: 83, Percent: 64.3 %
No. of Failed students: 27, Percent: 20.9 %

- Grading of successful students:

Excellent: No: 4, Percent: 3.1 %.
Very Good: No: 14, Percent: 10. 9 %
Good: NO: 41, percent 31.8 %
Acceptable: NO: 24, Percent 18.6 %

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures** Environment and health, town planning and slums

	air pollution. health promotion Child health maintenance Patient Education Geriatric health maintenance **Practical sessions** Screening Patient education General epidemiology Accident **Face to face** **Lectures** Health and related concepts Behavioral sciences Anticipatory care Introduction to infection and febrile illness **SGS** Public health surveillance Hyperpyrexia and FUO Community partnership and empowerment Child health maintenance Vaccination Health education **Practical sessions** - Quality of life.
2nd	**Online** **Lectures** - Hand and foot infection - Typhoid fever - HIV and mycotic infection **Online practical** - Water sanitation - Adolescent health maintenance - Typhoid fever - Solid waste disposal **Face to face**

	Lectures Adult health maintenance Community based screening **Clinical** Abscess drainage **Practical** Adult health maintenance Health hazards of heat and cold **SGS** Water sanitation Adolescence health maintenance Typhoid fever management Solid waste disposal and liquid waste disposal **Flipped** Determinants of health
3rd	**Online** **Lectures** Cardiovascular, diabetes and cancer Emerging and reemerging diseases **practical** Malaria General preventive measures (1) Contact (rabies, tetanus) Contact (HIV, HCV) Viral airborne with rash Viral airborne without rash **SGS** Traveler medicine Rabies management **Face to face** **Practical sessions** Covid 19 -bacterial airborne **SGS** Specific infections Hand and foot infection **TBL** Determinants of health, public health surveillance, screening, health education, community partnership and empowerment

4th	**Online** **Lectures** Helminthic infection Influenza and common cold SSI and non specific infection **SGS** Geriatric medicine Malaria management **Practical** Emerging and reemerging diseases **Face to face** **Lectures** Brucella management Leptospira management **Practical session** - HIV and mycotic infection - General preventive measures (2) - Outbreak and epidemic management **Flipped** SSI and non-specific infection Brucella management
5th	**Practical** Epidemiology of yellow fever Bilharziasis. Filariasis and plague Helminthic infection **SGS** Leptospira management Leishmania management Helminthic infections

2- Topics taught as a percentage of content specified: >90%

Reasons in detail for not teaching any topic: None

If any topics were taught which are not specified, give reasons in detail

3- Teaching and learning methods:

	Methods	Advantages
1.	Recorded lectures	- Time saving for students - Can be discussed/applied in SGS
2.	Lectures	- Allows teaching to large groups of students
3.	Team Based Learning (TBL)	- Enhance collaborative learning between students - Stress the role of an individual to a team - Enhance teamwork
4.	Flipped Learning	- Allow student self-learning - Improves presentation skills of students - Enhances group work
5.	Small Group Sessions	Allow the use of interactive teaching methods e.g discussion, brainstorming etc
6.	Clinical Sessions	Hands on teaching of clinical skills

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning, TBL, and small group sessions. By using case scenarios and multiple-choice best answer.
  - Attending staff provided constructive feedback regularly to improve students learning
- **What went well?**
  - Feedback improved student learning and encourage their active participation in the sessions
- **What could be improved?**
  - Providing self-assessment for students after each session to maintain student self-learning.
  - To make it easy communicate with each group leader to catch any feedback concerning that group.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Flipped [Assessment rubrics, checklist]

3- Mid module examination [multiple choice questions]

Final module exam

1- Written examination (short answers, MCQ)

2- Clinical skill assessment (OSCE)/OSPE

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
No change
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.
No change
Explain if there were any unusual events or circumstances that might have affected the grade distribution.
None.

5- Examination committee:

Head: Prof. Dr. Mona Aboserea (Head of public health and community medicine department)

Members:

Dr. ezzat mostafa (Head of internal medicine department)

Role of external examiner: NA

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: No
- Adequate to some extent: Yes
- Inadequate: No

List any inadequacies:

1. Problems with quality/function of data show in some teaching rooms
2. No internet connection in teaching rooms of outpatient clinic building

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication √√

2. Written comments √√

3. Surveys (https://acrobat.adobe.com/id/urn:aaid:sc:EU:ec13a65f-ca81-447e-b419-2507bf226a8a)

List any criticism	Response of MMT
Students complained of need to change teaching room (written comments)	E-Learning coordinator immediately communicated /reported the complaint

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √√

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Faculty complained of unclear/ faulty data show (verbal communication)	Each MMT communicated/reported the complaint
Faculty complained of absent beds for patient examination in some clinical sessions (verbal communication)	Each MMT communicated/reported the complaint

9- Module enhancement:

Progress on actions identified in the previous year's action plan:

Action	Completed (yes or no)
Increase no. of teaching halls	Yes
Reduce the curriculum content	Yes (partially)
Repair of computers and data show	Yes (some)

10- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide adequate places to hold the mid module exam for all students at the same time	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2024-2025**	**Faculty members and assistants**

Module coordinator: Module management team

Name	Signature
Dr. Doaa Habib Mohamed	
Dr. Nada Abbas	
Dr. Heba Shafeq	
Dr. Ahmed Lotfy	
Dr. Yousef El Ayman	

Date: 21/8/2024