Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Kidney & Urogenital Disorders**
- Module Code: **BMS-KU2-2**
- Year: **2023- 2024**
- Semester: **S7**
- Credit hours: **7 hours**
- Module contact hours: **112 hours**
- Module Coordinator: **Prof. Abdellateef Zayed**
- Module Management Team:

Name	Department
Dr. Abdellateef Zayed	Urology
Dr. Sabry Abdelrahman	Paediatrics
Dr. Ahmad Nooman	Internal Medicine
Dr. Manal Fawzy	Dermatology & Venereology
Dr. Nesma Adel	Radiology
Dr. Samar Samy	Forensic & clinical toxicology
Dr. Samah Sheta	Community
Dr. Nora Nabil	Family Medicine

B- Statistical Information

- No. of students attending the module:**1477** Percent: **100%**
- No. of students completing the module: **1371** Percent: **92.8%**
- Results:

No. of Passed students: **1214** Percent: **82.2%**
No. of Failed students: **263** Percent: **17.8%**

- Grading of successful students:

Excellent: No. : **702** Percent: **47.5%**
Very Good: No.: **336** Percent: **22.7%**
Good: No. : **134** Percent: **9.1%**
Pass: No. : **42** Percent: **2.8%**

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures (Recorded)** **-Tubulo-interstitial disease** **-AKI**

	- Gonorrhea &NGU - Syphilis - Other STDs (chancroid, LGV, HIV **Face to face** **Lectures** -Overview on common kidney and urogenital disease. -Anatomy & physiology of kidney and urogenital system. -Heavy metals -Glomerular diseases -Organic acids -CKD -Acute post streptococcal glomerulonephritis -**SGS** -Body fluids and electrolytes abnormalities. -Acid base abnormalities -HISTORY TAKING **Clinical sessions** -General and local examination -ESRD case -RRT - Generalized oedema (Nephrotic syndrome) **Flipped** -Proteinuria
2nd	**Online** **Lectures (Recorded)** Stones **Face to face** **Lectures** - Radiological imaging of stones and obstructive uropathy - Urinary tract infection in pediatrics - Nephrotic syndrome in pediatrics - **Clinical sessions** - Acute post streptococcal glomerulonephritis -- Nephrotic syndrome in pediatrics **SGS** - Acute post streptococcal glomerulonephritis - Nephrotic syndrome in pediatrics - Acute kidney injury in pediatrics - UTI in pediatric

	Flipped **- Generalized edema** **- Prevention and referral**
3rd	**Online** **Lectures (recorded)** **- Bladder cancer** **- BPH** **- Scrotal disorders** **- Hemolytic uremic syndrome and DD of hematuria** **- Erectile dysfunction** **Face to face** **Lectures** **-Renal tumors** **- Radiological imaging of congenital anomalies and UTI** **- Chronic kidney disease in pediatric** **TBL** **- Hematuria** **-Prostatitis and urethritis** **Clinical sessions** **- Symptomatology & examination** **- Investigation** **- UTI** **- Congenital anomalies** **-Stones** **- Bladder tumors** **- Prostate , BPH, Prostate cancer** **- Scrotum and undescended testis** **Skill lab** **- DRE & catheterization**
4th	**Online** **Lectures (recorded)** **- Prevention and referral** **Face to face** **Lectures** **- Radiological imaging of urogenital tumors and male genital disorders** **TBL** **- Prostatitis and urethritis** **- Hematuria** **SGS** **- Urethral discharge and prostatitis**

	- Genital ulcers **- ED, infertility, HIV, skin manifestations of renal diseases** **-- Heavy metals** **- Organic acids** **- Practical cases (public health)** **- Radiological investigations of urogenital diseases** **<u>Flipped</u>** **- Generalized edema** **- Prevention and referral**

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 (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 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 - Skill lab was used for teaching students some clinical skills using manikins e.g. catheterization & DRE

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 scenarios.

- **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:

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

Final module exam

• Mid module examination in the form of MCQ (done at the end of the module)
•Written examination (short essay- short questions- MCQ).
• Practical exam (OSPE)
•Clinical exam (OSCE)

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.

There were two models of the mid module examination

5- **Examination committee:**

Head: Prof. Lotfy Bendary
Members:
Prof. Osama ElSafy
Prof. Shereen Bahgat

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.

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
Poor organization of the module handout	- The handout was rearranged to be more clear and well organized

9- Faculty members and assistants' evaluation of the module

Done by (select the used method):

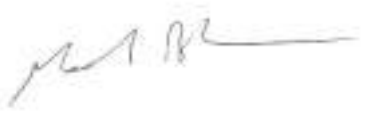
1. Verbal communication (√)
2. Written comments
3. Surveys (Attach the survey responses)

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

10- 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 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:
Signature …….
Date: 17/4/2024



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Musculoskeletal and integumentary disorders**
- Module code: BMS MI 2-2
- Year: **2023- 2024**
- Semester: **S8**
- Credit hours: **6 hours**
- Module contact hours: **90 hours**
- Module Coordinator: Dr**. Mahmoud gouda**
- Module Management Team:

Name	Department
Dr. Ahmed Fathy	**Internal Medicine**
Dr. Ibrahim Eladl	**Radio-diagnosis**
Dr. Alshaimaa Mohamed	**Dermatology**
Dr. Mohamed Esawy	**Orthopedic surgery**
Dr. Mahmoud Gouda	**Plastic Surgery**
Dr. Mohamed Essam	**Pediatric**
Dr. Dalia Ibrahim	**Rheumatology**

B- Statistical Information:

- No. of students attending the module:**1355,** Percent: **100%**
- No. of students completing the module: **1349**, Percent: **99.56 %**
- Absent students: 6, Percent 0.44%
- **Results:**
  - No. of Passed students: 1562 , Percent: 87.46%
  - No. of Failed students:224, Percent: 12.54%
- **Grading of successful students:**
  - Excellent: No. : **939** Percent: % **52.6**
  - Very Good: No.: **341** Percent: % **19.1**
  - Good: No. : No.: 222 Percent: % **12.4**
  - Pass: No. : No.: **60** Percent: % **3**.4

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures (Recorded) ;** Normal variant &skeletal deformities SLE Congenital hip dysplasia Plastic surgery introduction, flaps and grafts Imaging of normal anatomy, DDH, osteomyelitis and bone tumor Benign bone tumors Derma (skin lesions, bacterial and mycobacterial) Rheumatoid Arthritis Kawasaki Parasitic, fungal and viral skin infections Crystal induced arthritis (gout) **SGS ;** Congenital hip dysplasia Kawasaki **Face to face** **- Lectures** Normal variant &skeletal deformities History and symptomatology (SLE) Plastic surgery introduction, flaps and grafts Derma (1ry skin lesions) Rheumatoid arthritis **Practical** Normal variant &skeletal deformities
2nd	**Online** **Lectures (Recorded)** Vasculitis Cleft lip and cleft palate **SGS** Kawasaki

	Face to face **Lectures** Talipes Seronegative spondyloarthropathy (reactive arthritis RA & entero-pathic arthritis EA) Seronegative spondyloarthropathy (Ankylosing spondylitis & psoriatic arthropathy) Parasitic, fungal and viral skin infections **Practical** clinical pediatrics (PGALS) gait arm limping Derma (1ry skin lesions) Rheumatoid arthritis Cleft lip and cleft palate Vasculitis Seronegative spondyloarthropathy (Ankylosing spondylitis & psoriatic arthropathy) Crystal induced arthritis **Flipped** Scleroderma (flipped)
3rd	**Online** **Lectures** Vitiligo, alopecia, acne, malaria and cutaneous LE Benign bone tumors **Face to face** **Lectures** Seronegative spondyloarthropathy (reactive arthritis RA & entero-pathic arthritis EA) Crystal induced arthritis (gout) Skin ,sub cutaneous **Practical** Seronegative spondyloarthropathy (Ankylosing spondylitis & psoriatic arthropathy) Talipes Acne, miliaria, vitiligo, alopecia Parasitic, fungal and viral infection Imaging of MSK disorders

	Seronegative spondylo-arthropathy (reactive arthritis RA & entero-pathic arthritis EA Clinical pediatrics (PGALS) **TBL ;** (Tenosynovitis)
4th	**Online** **SGS** Osteoporosis &osteopenia **Lectures** Osteoporosis, osteopenia Dermatomyositis Juvenile Idiopathic osteoarthritis & Marfan Limping in children Cleft lip and cleft palate **Face to face** **Lectures** limping &Juvenile osteoarthritis &marfan Osteomyelitis Osteoarthritis Papulosquamomus skin diseases (urticarial, reactive erythema, eczema) Skin , sub cutaneous Juvenile osteoarthritis & Marfan limping Benign , Malignant bone tumor **Clinical sessions** Skin & subcutaneous Crystal induced arthritis (gout) Parasitic, fungal and viral infection Seronegative spondyloarthropathy (reactive arthritis RA & entero-pathic arthritis EA Osteoarthritis Acne, malaria , vitiligo, alopecia **Flipped** Scleroderma **TBL** (Tenosynovitis)

5th	**Online** **Recorded Lectures** Congenital hip dysplasia Malignant bone tumor **Face to face** **Lectures** Benign, Malignant bone tumor **Clinical sessions** Osteoarthritis Osteomyelitis **Quiz**

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	Challenges
1.	Lectures (face to face)	Allows teaching to large groups at the same time	- No records of student attendance - Some students did not attend - Uneven visibility& clarity of the presentation for all students Large topic with uneven briefing
2.	Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can	-Large content in a short time

		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	- Deficient or malfunctioning technical equipments in some teaching rooms
4.	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipments - Some students depended on their colleagues in their teams
5.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues
6.	Clinical/practical sessions	-Allow acquisition of clinical skills by students	- Inadequate number of manikins, - Inadequate number of clinical cases and their variation between different groups

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
Dr. Heba Selim Head of Rheumatology Department

Members

Dr. Hossam Khairy	Orthopedic Surgery Department
Dr. Amany Nassar	Dermatology Departement

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 2024/2025 y

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**
The handout must be rearranged (some	**By the academic year 2024-2025**	**All participating** Staff members in the CMMT

topics had shortage in knowledge		

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

Module coordinator:
Signature: Riham Elshabrawy
Date: 21/8/2024

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 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**
The handout must be rearranged (some topics are not needed for GP and others had	**By the academic year 2024-2025**	**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: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Respiratory Disorders**
- Module Code: **BMS RE 2-2**
- Year: 2023-2024
- Semester: **S7**
- Credit hours: **7 (total)**
- Module contact hours**: 76 hours**
- Module Coordinator: **Hadeer Ahmed Elshahaat**
- Module Management Team:

Name	Department
George Emad Shaker	Internal Medicine
Heba Gamal	Paediatrics
Ibrahim Saber	ENT
Hadeer Ahmed Elshahaat	Chest
Maha Ibrahim Metwally	Radiology
Mohamed Atef	Cardiothoracic Surgery
Eman Mohamed Abd El-sattar	Family Medicine
Amany Shawki Ahmed	Community
Marwa Abaza	Toxicology

B- Statistical Information

- No. of students attending the module: 1374 (New students:1360 students, Re-examination: 14 students).Percent: 100 %
- No. of students completing the module: 1322 Percent: 96.22%
- No. of students didnot complete the module: 52 students. Percent: 3.8%
- Results:

No. of Passed students: 1312 Percent: 99.2%
No. of Failed students: 10 Percent: 0.76%

- Grading of successful students:

Excellent: No. : 843 Percent: 63.77%

Very Good: No. : 321 Percent: 24.28%
Good: No. : 133 Percent: 10.06%
Pass: No. : 15 Percent: 1.13%

C- Professional Information

1- Module teaching

Study Week	Topics taught	No. of hours
Week 1	• **Recorded** **Lectures**: • **Anatomy, congenital anomaly & trauma of the nose** • **Face to face** **Lectures:** • **Bronchial asthma** • **Pneumonia** **SGS** • **History taking in adult patient** **Clinical** • **Examination of the nose**	**1hour** **2hours** **2hours** **2hours** **2hours**
Week 2	• **Recorded Lectures** • **Suppurative lung disease** • **Chest symptoms & local examination in pediatric patients** • **Inflammation and trauma of the nose** • **Introduction and approach to interpretation of chest x ray** • **Face to face** **Lectures:** • **Inflammation of PNS and complications** • **Pleural disease** • **Bronchiolitis and croup** **SGS** • **Inflammation of the nose** • **Complications of sinusitis** **Clinical** • **Wheezy chest in pediatric** • **Chest examination in adult inspection-palpation** • **examination in adult percussion-auscultation**	**1hour** **1hour** **1 hour** **1 hour** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours**

	Flipped • Noisy breathing in pediatric patients • **Online** **SGS** • Imaging of focal lung disease • Bronchial asthma , suppurative lung disease • Pneumonia and pleural disease in adult	**2hours** **2hours** **2hours** **2hours**
Week 3	• **Recorded Lectures** • Lung cancer • TB adult • Tumor of the nose • Allergic rhinitis, vasomotor rhinitis, and nasal polypi • Nasal septum diseases and epistaxis. • ILD • Smell disorders, cysts of the nose and paranasal sinuses, and neuralgia • TB community • **Face to face** **Lectures:** • Bronchial asthma and cystic fibrosis • Pneumonia and pleural disease in pediatric • COPD • Respiratory failure **SGS** • Imaging of focal lung disease • Epistaxis and nasal tumor **Clinical** • Pneumonia and pleural disease in pediatric • Imaging of diffuse lung disease **Flipped** • Mediastinum **TBL** • Pneumonia and Bronchial Asthma in adults • **Online** **SGS** • TB adult • TB community • Patient education bronchial asthma	 **1hour** **1hour** **1hour** **1hour** **1hour** **1hour** **1hour** **2hours** **2hours** **2hours** **2hour** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours** **2hours**

Week 4	**• Recorded Lectures** • Tumors of nose • Edema of larynx, stridor and perichondritis • Mediastinum • Respiratory toxicity, theophylline toxicity • Occupational lung disease (community) • Imaging of extrapulmonary lesions **• Face to face** **Lectures:** • Anatomy, congenital anomalies, and trauma of larynx • Laryngeal inflammation • Hoarseness of voice and laryngeal paralysis **SGS** • Tumor of larynx and laryngeal paralysis • Health education of the bronchial asthma **Clinical** • Examination of larynx • COPD **TBL** • ENT+Pedia **• Online** **SGS** • Lower respiratory tract infection in pediatric • Respiratory and theophylline toxicity • Interstitial lung disease and respiratory failure	 1hour 1hour 1hour 1hour 1hour 2hours 2hours 2hours 2hours 2hours 2hours 2hours 2hours 2hours 2hours 2hours
Week 5	**• Recorded Lectures** • Laryngeal tumors • Smoking cessation counselling • TB in pediatric patients • Surgical solutions of respiratory disorders **• Online** **SGS** • Smoking cessation counselling • Imaging of diffuse lung disease • Occupational lung disease	 1hour 1hour 1hour 1hour 2hours 2hours 2hours

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.	Recorded lectures	-Time saving for students -Can be discussed/applied in SGS - Allows teaching to large groups at the same time
2.	Small group sessions	-Immediate face to face feedback from students
3.	Clinical sessions	-Hands teaching of clinical skills
4.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students
5.	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students
6.	Lectures (face to face)	-Allows teaching to large groups at the same time

4- Student assessment:

A. Formative assessment

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

  Method: Throughout the module

  Tools: small group sessions by using case scenario discussions.

- **What went well?**

  Sessions went well with active participation of students

- **What could be improved?**

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.

B. Summative assessment

What were the methods and tools?

During the module:

TBL and Flipped

At the end of the module

Mid module quiz

Final module exam

Written question (short essay)
Multiple choice questions (MCQ)
Clinical skill assesement (OSCE)

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……

5- Examination committee:
Head: Prof : Hanan Elshahat
Members:
Prof. Ezzat Mostafa
Prof. Sherein Bahgat
Prof. Osama Elsafy
Prof. Tarek Abd Elzaher
Prof. Eman Abd Elrady
Prof. Alaa Abd ElHafiz
Prof. Mona Abosereie
Prof. Hazem Tantawy

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:

Problems with quality/function of datashow in some teaching rooms
Over crowdedness of the teaching rooms (small to student numbers)

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
Students complained of need to change teaching room	-E-Learning coordinator immediately communicated /reported the complaint to module coordinator
Students complained of unclear/ faulty data show	-Each MMT communicated/reported the complaint to module coordinator -Staff members were instructed to bring their own laptops and cables for data show -Change the halls sometimes
Difficulties in clinical sessions due to inavilbility of large numbers of patients at the same time	- Calling chronic patients - Moving patients between teaching rooms during the clinical sessions

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
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	**Each MMT communicated/reported the complaint to module coordinator**

10- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

11- Module enhancement: Next year

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

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

12- 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 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:
Signature: Hadeer Ahmed Elshahaat
Date: 17/4/2024



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Special sense disorders**
- Module Code: **BMS SS 2-1**
- Year: **2023-2024**
- Semester: **S8**
- Credit hours: **8 hours**
- Module contact hours: **126 hours**
- Module Coordinator: **Dr/ Marwa Ahmed Khairy**

Name of Module management team	Department	Task	Contact number
Dr/ Marwa Ahmed Khairy	*ophthalmology*	E-learning coordination	*01111801956*
Dr/ Ashraf Elhusseiny	*ENT*	Course document coordination	*01221380204*
Dr/ Karim Samer Taha	*ophthalmology*	Course timetable &halls distribution preparation	*01008122005*
Dr/ Ali Goda Ali	*Ophthalmology*	Students' attendance sheets preparation	*01149880064*
Dr/ Heba Mohamed Mahmoud	*ENT*		*01019895366*
Prof. Dr. Haitham Al-Nashar	*Ophthalmology*	Students' assessment coordination	*01227105904*
Dr/ Marwa Ahmed Khairy			*01111801956*

B- Statistical Information

- **No. of students attending the module:** 1370 , **Percent:** 100%
- **No. of students completing the module:** 1331 , **Percent:** 97.15%
- **No. of students attending exam:** 1331 , **Percent:** 97.15%

Results:

- **No. of Passed students:** 1266 , **Percent:** 92.41%
- **No. of Failed students:** 104 , **Percent:** 7.59%

Grading of successful students:

- **Excellent:** No: 672 , **Percent:** 53.08%
- **Very Good:** No: 333 , **Percent:** 26.30%

- **Good:** No: 215 , **Percent:** 16.98%
- **Acceptable:** No: 46 , **Percent:** 3.63%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **- Signs of conjunctival diseases** **-cases of conjunctivitis &spring catarrh & trachoma & pterygium** **-Audiological assessment) (Recorded lecture)** **- Uvea** **- Ossicular chain (trauma & otosclerosis)** **Audiological assessment** **Face to face** **Lectures** **- Introduction (ophthalmology)** **-Eyelid** **-Conjunctiva** **-Cornea** **- Epiphora** **-External ear** **- Tympanic membrane** **Clinical** **-Eyelid examination & Signs of Eyelid disease** **-Anatomy(ENT), History taking (ENT), Clinical examination (ENT)** **-History taking (Ophthalmology)** **-Visual acuity examination** **-Color vision** **Practical** **- Visual Field examination , Confrontation test** **SGS** **- Case of eyelid diseases: ptosis, entropion, ectropion, stye, chalazion** **- Auricular diseases** **Flipped** **TBL**
2nd	**Online** **- Inner ear (Recorded)** **- Lens**

	- Glaucoma **Face to face** **Lectures** - Otitis media - Complications of otitis media - Middle ear tumors **Clinical** - External auditory -Tympanic membrane - Examination of cornea - Examination of lacrimal system **Practical** **SGS** - Ossicular chain -Case of epiphora & cases of dry eye - Signs of corneal diseases -Cases of corneal ulcer & keratoconus **Flipped** - Differential diagnosis of Leukocoria (Congenital cataract & Retinoblastoma) - Complicated otitis media **TBL**
3rd	**Online** - Case of ocular deviation & Diplopia & 3rd, 4th , 6th nerve palsy - Symptoms of ear diseases (Recorded) - Visual pathway, orbital cellulitis (Recorded uploaded lectures) **Face to face** **Lectures** - Squint - Pupil & leukocoria **Clinical** -Measurement of IOP & ophthalmic investigations - Cases of red eye (painless & painful) - Middle ear tumors &Otosclerosis - Signs of eye with glaucoma -Case of POAG & acute angle closure & congenital & secondary glaucoma **Practical** **SGS** - Complications of otitis media - Facial nerve - Signs of Uveal diseases

	-Case of uveitis & endophthalmitis & scleritis - EOM examination & Signs of strabismus **Flipped** **TBL** - External & middle ear
4th	Online -Cases of refraction error (Myopia, hypermetropia, astigmatism, presbyopia) - Signs & Cases of optic nerve disorders -Signs & Case of visual pathway disorder Face to face **Lectures** - Retina - Errors of refraction - Optic nerve: Papilledema, Papillitis. Optic atrophy **Clinical** - Fundus examination (red reflex) -Menier's disease -Ear examination - Pupil examination **Practical** **SGS** -Signs of lens disorders, Cases of senile & complicated &congenital cataract -Acoustic neuroma -Cases of Marcus Gunn Pupil & third nerve palsy **Flipped** **TBL** - Strabismus
5th	Online Face to face **Lectures** **Clinical** - Cases of vision loss (painful & painless) (Acute & chronic) - Signs of Retinal diseases **Practical** **SGS**

	- Cases of orbital diseases **-Patient doctor relationship** **- Cases of CRVO, CRAO, RD** **-Case study: Night blindness (Nyctalopia) & retinitis pigmentosa** **Flipped** **TBL**

1- 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)

2- Teaching and learning methods:

	Methods	Advantages
	Lectures (face to face)	Allows teaching to large groups at the same time
	Lectures (recorded)+ (online)	-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
	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups
	Team based learning (TBL)	- Encourage team work - Encourage collaboration between students
	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students
	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, 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 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. Dr. Mohamed Abdelkader Ibrahim
Members:
Prof. Dr. Tarek Abdelzaher
Prof. Dr. Haitham Younis Al-Nashar
Dr. Marwa Ahmed Khairy
Dr. Ali Goda Ali
Dr. Karim Samer Taha

Dr. Alsayed Abdulmageed
Dr. Ashraf Elhussiny
Dr. Heba Mohamed Mahmoud

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

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

8- Comments from external evaluator(s):

Comments	Response of MM team
NA	**NA**

9- Module enhancement:

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

Action	Completed (yes or no)	Reasons for non-completion
Provide adequate places to hold the mid module exam for all students at the same time	**yes**	

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 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
Prof. Dr. Haitham Al-Nashar			
Dr/ Marwa Ahmed Khairy			
Dr/ Ashraf Elhusseiny			
Dr/ Karim Samer Taha			

Dr/ Ali Goda Ali			
Dr/ Heba Mohamed Mahmoud			

Semester coordinator : **signature**
Prof. Dr.
Tarek Abdelzaher

Date: 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Nervous and psychiatric disorders**
- Module Code: BMS NP 2 -1
- Year: **2024**
- Semester: **S8**
- Module contact hours:

  Theoretical (76.5 unit)

  Practical (15 units)
- Module Coordinator**: dr: Ramy Ibrahim**

Name of Module management team	Task
د محمد هشام و د الحسيني	**E-learning coordination**
د ايمان فؤاد	**E book and BLUE print**
د رامى ابراهيم	**Course document coordination**
د انجي عماد و د داليا مسلم:	**Course timetable**
د داليا الشافعي	**halls distribution preparation**
د محمد صقر د احمد علي مرسي د محمد عبدالرؤوف	**Students' attendance sheets preparation**
اد محمود مصطفي	**Students' assessment coordination**

B- Statistical Information

- No. of students attending the module: 1370, Percent: 100%
- No. of students completing the module: 1370, Percent: 100%
- No. of students attending exam:1352, percent: 98.7%
- **Results:**

No. of Passed students: 1330, Percent: 98.37%
No. of Failed students 22, Percent: 1.63%

- **Grading of successful students:**

Excellent: No: 998, Percent: 73.8%
Very Good: No:268, Percent: 19.8%

Good; NO;63, Percent: 4.7%
Acceptable; NO:1, Percent: 0.07%

C- Professional Information

1- Module teaching

Week one:

F2F clinical	**History & speech (neurology + internal medicine)**
F2F clinical	**Cranial nerves VII…XII (neurology + internal medicine)**
F2F clinical	**Cranial nerves I …VI (neurology + internal medicine)**
Recorded lecture	**Mental Health & Substance Abuse (Community Medicine)**
	Opiate and CNS Stimulant (TOXICOLOGY)
	Sedative Hypnotic (TOXICOLOGY)
Online lecture	**Introduction to neurology (int. medicine)**
	psychiatric sheet (history & MSE)
Online lecture	**Schizophrenia**
Recorded lecture	**Inability to walk (Hypotonic child)& convulsions in pediatrics (febrile convulsions)**
Recorded lecture	**Peripheral nerve injury**
Lecture	**Hemiplegia(int. medicine)**
Lecture	**Paraplegia (neurology)**
Lecture	**Spine disorders and CNS tumors**
Recorded Lecture	**Basic radiological neuro-anatomy**
F2F SGS	**History psychiatric sheet & MSE**
Online SGS	**Opiate and CNS Stimulant & Sedative Hypnotic (TOXICOLOGY)**
F2F SGS	**Opiate and CNS Stimulant & Sedative Hypnotic (TOXICOLOGY)**
Online SGS	**psychiatric sheet (history& MSE)**

Second week

F2F SGS	**Motor system (neurology + internal medicine)** **Spine disorders**
F2F SGS	**Spine disorders** **Motor system (neurology + internal medicine)**
F2F SGS	**Peripheral nerve injury** **(clinical)Cerebral palsy**
F2F SGS	**Gait, Sensory & Coordination (neurology Int med)** **Peripheral nerve injury**

F2F SGS	**(clinical) Cerebral palsy** **Mood disorders**
F2F SGS	**Mood disorders** **Gait, Sensory & Coordination (neurology Int Med)**
F2F SGS	**Hemiplegia (neurology + internal medicine)** **Flipped: developmental, hydrocephalus**
F2F SGS	**Flipped: developmental, hydrocephalus** **hemiplegia (neurology + internal medicine)**
Lecture	**Cerebellum and ataxia (neurology)**
Lecture	**alcohol (TOXICOLOGY)**
Lecture	**Encephalitis &meningitis**
Recorded Lecture	**Anxiety**
Online SGS	**Anxiety** **Alcohol (TOXICOLOGY)**
Online SGS	**Alcohol (TOXICOLOGY)** **Anxiety**
Online \lecture	**Obsessive Compulsive Disorder (OCD) &Post traumatic stress disorder (PTSD)**

Third week:

Type session	**Name of session**
F2F SGS	**(clinical)paraplegia (neurology + internal medicine)** **Encephalitis &meningitis**
F2F SGS	**Encephalitis &meningitis** **(clinical)paraplegia (neurology + internal medicine)**
flipped	**Headache (neurology + internal medicine)**
online SGS	**Obsessive Compulsive Disorder (OCD) &Post traumatic stress disorder (PTSD)** **Peripheral Neuropathy (internal medicine)**
Online lecture	
Online lecture	**Peripheral Neuropathy(internal medicine)** **Obsessive Compulsive Disorder (OCD) &Post traumatic stress disorder (PTSD)**
online SGS	
Online lecture	**Substance use disorder**
F2F SGS	**CNS Tumor** **Ataxia (neurology + internal medicine)**
F2F SGS	**Ataxia (neurology + internal medicine)** **Myopathy**
F2F SGS	**CNS Tumor**
Lecture	**epilepsy disorders (neurology)**
Lecture	**Brain abscess & Tetanus**

Lecture	**CNS infection, hgic stroke (vascular malformation**
Lecture	**Demyelinated disorder**
Online SGS	**Substance use disorder**
Online SGS	**Substance use disorder**
Recorded lecture	**Psychiatric disorders of old age**

Fourth week

Type session	**Name of session**
F2F SGS	**clinical Myopathy (neurology)** **CNS infection, hgic stroke**
F2F SGS	**CNS infection, hgic stroke** **clinical Myopathy (neurology)**
F2F SGS	**Radiology**
F2F SGS	**Brain abscess & Tetanus** **Psychiatric disorders of old age**
F2F SGS	**Psychiatric disorders of old age** **Brain abscess & Tetanus**
F2F SGS	**Radiology**
F2F SGS	**Polyneuropathy (neurology + internal medicine)**
F2F SGS	**TBL (Epilepsy) (neurology-int. med)**
Lecture	**Muscle disorder (neurology)**
Lecture	**Extrapyramidal (neurology)**

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	Allows teaching to large groups of students
2.	Team Based Learning (TBL)	- Enhance collaborative learning between students - Stress the role of an individual to a team - Enhance team work
3.	Flipped Learning	- Allow student self-learning - Improves presentation skills of students - Enhances group work
4.	Small Group Sessions	Allow the use of interactive teaching methods e.g discussion, brainstorming etc
5.	Practical Sessions	Student attain practical skills

6.	Online sessions	Allow the use of interactive teaching methods

4- Student assessment:

A. Formative assessment

B. 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 improves student learning and encourages their active participation in the sessions
- **What could be improved?**
  Providing homework assignment after each session to maintain student self-learning.

C. 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 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:

Members:
DR Osama alsafy
DRAlaa nabilalsadeq
DRAlaa abdalghany
DREmanabdalrday
DRmahmoud Mostafa taha
Dr ezzat Mostafa

6- 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

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication**: done**

2. Written comments

3. Surveys

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

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication**: done**

2. 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

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)
Training the faculty members for all methods of teaching	**yes**

Revising the E book and delete the overlapping topics	**yes**

11- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
More practical sessions	**By the academic year 2024/2025**	**Faculty members and assistants**
More interactive sessions	**By the academic year 2024/2025**	**Faculty members and assistants**

Name	Heads of the shared departments
ا.د عزت مصطفى	قسم الباطنه العامه
اد محمود مصطفى طه	قسم جراحه المخ والاعصاب
ا.د.ايمان عبدالراضي الخشن	قسم الطب الشرعى والسموم الاكلينيكية
اد علاء عبد الغنى	الأمراض العصبيةقسم
أ.د علاء نبيل الصاد.	جراحة التجميل
Iد أسامة رشدي الصافي	قسم الاطفال
ا .د عبير نافع	قسم الامراض المتوطنه

Semester coordinator: **signature**

Date: 21/8/2024