Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

Module Title: Oncology, Immunology and Hematology
Module Code:
Year: 2023/2024
Semester: S10
Credit hours: 4
Module Coordinator: Dr. Mohamed Refaat

Name of Module management team	Department	Task	Contact number
Dr. Mohamed Refaat	Cl. Oncology	E-learning coordination	01003572774
Dr. Ahmed Yehia	Surgery	Course document coordination	01000089676
Dr. Fatma Samy	Med. Oncology	Course timetable & halls distribution preparation	01225158440
Dr. Mohamed El Taher Dr. Mohamed Gamal Dr. Eman	Pediatrics Internal medicine Cl. pathology	Students' attendance sheets preparation	01000333966 01030139051 01033023353
Dr. Mohamed Gamal	Internal medicine	Students' assessment coordination	01030139051

B- Statistical Information

No. of students attending the module: 1363, Percent: 100

No. of students completing the module: —, Percent: —

No. of students attending exam: 1351, percent: 99.11

Results:

No. of Passed students: 1347, Percent: 99.70

No. of Failed students: 4, Percent: 0.30

Grading of successful students:

Excellent: No: 1165, Percent: 86.23

Very Good: No: 148, Percent: 10.95

Good: No: 32, percent: 2.36

Acceptable: No: 2, Percent: 0.14

بمراجعة إحصائيات كنترول كلية الطب (المستوى الخامس) الخاصة بمقرر "أمراض الدم والمناعة والأورام" - وهو المقرر المناظر بالمنهج القديم لموديول الأورام والمناعة وأمراض الدم" الحالي - يتضح أن نسبة النجاح بعد الجبر بلغت 100% في كل من العامين الجامعيين 2023-2024 (30 طالبًا في الفصل الدراسي الثاني) و2022-2023 (طالب واحد بدور الامتحان الملحق/الصيفي)، أي أن نسبة النجاح استقرت عند نفس المستوى بين العامين. ويُلاحَظ أن نتيجة العام الحالي 2024/2025 (99.70% نجاح بواقع 4 حالات رسوب من أصل 1351 ممتحنًا) جاءت أقل قليلًا من نسبة النجاح الكاملة (100%) المسجلة في العامين السابقين لهذا المقرر تحديدًا، وإن كانت لا تزال نسبة مرتفعة جدًا..

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Lectures** Hematopoiesis and Interpretation of CBC Hemolytic anemia Surgical hemostasis Chronic leukemia Childhood bleeding BM failure Platelets disorders Myeloproliferative disorders Ped. Nutritional anemia Lymphoma Myeloma Cancer therapy **Clinical SGS** Bleeding in ped. Anemia in adults Hematopoiesis and Interpretation of CBC **Practical** LN examination
2nd	**Lectures** Lymphadenopathy Hypersensitivity Transplantation immunology Thrombophilia Splenomegaly Acute leukaemia History taking of haematology in ped. Primary ID Ped solid tumors **Clinical SGS** BM failure Surgical hemostasis Cancer therapy Chronic leukemia Platelets disorders Transplantation **Practical** Splenomegaly **Flipped** Anemia in pediatrics
3rd	**Clinical SGS** Blood product Lymphoma surgery Thrombophilia Lymphoma Ped lymphadenopathy Myeloma **Practical** Lymphadenopathy Hemolytic anemia

	TBL Nutritional and hemolytic anemia

2- Topics taught as a percentage of content specified: > 90%
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	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 classroom, 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 changes in the schedule of assessment tasks and/or assignments, please indicate the change and the reasons for it: No change

If there were any changes 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 reported

5- Examination committee

Head: Prof. Ezzat Mostafa

Role of external examiner: —

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

Totally adequate: No

Adequate to some extent: Yes

Inadequate: No

List any inadequacies:

Most of the data-show devices and CPUs in the teaching halls are not working properly.

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 malfunctioning devices	Sending maintenance
Non or malfunctioning laptops and data show devices or cables	Staff bring their laptops and HDMI 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 malfunctioning devices	Sending maintenance
Non or malfunctioning laptops and data show devices or cables	Staff bring their laptops and HDMI cables

11- Action plan for academic year 2024/2025

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

Name	Signature	Heads of the shared departments	Signature
Dr. Mohamed Refaat		Prof. Abd Al-Muttalib Mohamed	
Dr. Mohamed Gamal		Prof. Ezzat Mostafa	
Dr. Mohamed El Taher Mohamed		Prof. Osama Elsafy	
Dr. Eman		Prof. Amal Zidane	
Dr. Fatma Samy		Prof. Rasha Haggag	
Dr. Ahmed Yehia			

Semester coordinator: _____ Signature: _____

Date: 22/ 6 / 2025

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: Endocrine disorders modules
- Module Code: BMS EN2-2
- Year: 2023- 2024
- Semester: S9
- Credit hours: 6 hours
- Module contact hours: 90 hours
- Module Coordinator: Dr. Arafa Elshabraway
- Module Management Team:

Name	Department
Dr. Arafa Elshabrawy	Internal medicine
Dr. Abd Elbaset Mohamed	General surgery
Dr. Mai Elattar	Pediatrics
Dr.Hala Kamal	Ophthalmology
Dr.Amany Ibrahim	Family medicine
Dr. Amal Elwan	Public health

B- Statistical Information:

- No. of students attending the module:1020, Percent: 100%
- No. of students completing the module: 1014, Percent: 99.4%
- Absent students: 4, Percent 0.4%
- Prohibited students:2 ,Percent 0.2%
- **Results:**
  - No. of Passed students: 1012, Percent: 99.8%
  - No. of Failed students: 2, Percent: .2%

- **Grading of successful students:**
  - Excellent: No. : 889 Percent: 87.8%
  - Very Good: No.: 108 Percent: 10.7%
  - Good: No. : 13 Percent: 1.3%
  - Pass: No. : 2 Percent: 0.2%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught All topics in the timetable
1st	Lectures (11 hrs. online, 4hrs face to face) Sgs (14 hrs.) Clinical (3hrs)
2nd	Lectures (online, 6 hrs) Sgs (online 8hrs, face to face 4hrs) Clinical 7hrs Flipped 2hrs
3rd	Lectures (online 5 hrs, face to face 8hrs) Sgs (online 8hrs, face to face 4hrs) Clinical (6hrs) TBL (2hrs)
4th	Lectures (5hrs face to face) Sgs (4hrs) TBL (2hrs)

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

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

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

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)

5- Examination committee:

Head: Prof: Ezzat mostafa- Nagwa samy
Members:
Prof. Khaled saad .
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: **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)

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
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

9- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

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 2023/2024y

Actions required	Completion date	Person responsible
Provide the teaching	**By the academic year**	**Faculty members and**

rooms with adequate and functioning computers and data shows	**2024-2025**	**assistants**

Name	**Head of Responsible Department:**	**Signature**
	Prof.Dr: Ezzat mostafa	

Semester coordinator:
Signature
Date: 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Female reproductive medicine & surgery II**
- Module Code: BMS FR 2-2
- Year: **2023- 2024**
- Semester: **S9**
- Credit hours: **6 hours**
- Module contact hours: 127 **hours**
- Module Coordinator: Dr**. Mustafa salah Omara**
- Module Management Team:

Name		Department
Dr. Mustafa Omara	***Communication*** *(with semester coordinator, flipped and TBL papers and marks collection, exam committee)* ***and module report***	OBS.and GYN.
Dr. Amany Mohammed	***Module Timetable & Surveys***	Family Medicine.
Dr. Marwa Abd el moneim	***Student attendance (3 members)***	Forensic.
Dr. Heba Ahmed	***Student attendance (3 members)***	Psychiatry
Dr. Mohammed Gaber	***Updated E-book coordination & Course specs***	Internal medicine
Dr. Ghada Salem	***Face to face sessions monitoring***	Community medicine
Dr. Ahmed Khaled	***Student attendance (3 members)***	Surgery
Dr. Osama Elsayed	***Main coordinator (E-learning coordination)***	OBS.and GYN.

B- Statistical Information:

- No. of students attending the module: **1496,** Percent: **100%**
- No. of students completing the module: **1485** Percent: **99.27 %**
- Absent students:**11**, Percent **0.7 %**

Results:

- No. of Passed students: **1442**, Percent: **97.1 %**

- No. of Failed students: **43**, Percent: **2.9 %**

Grading of successful students:

- Excellent: No.: **904 Percent**: **60.9 %**
- Very Good: No.: **381 Percent**: **25. 7%**
- Good: No.: **121** Percent: **8.1 %**
- Pass: No.: **0 Percent**: **0%**

The results indicate an **excellent overall level of student achievement**, with a pass rate of **97.1% (1,442 students)** and only **2.9% (43 students)** failing. This suggests that the majority of students successfully met the course or program learning outcomes.
Among the successful students, performance was particularly strong. **904 students (60.9%) achieved an Excellent grade**, while **381 students (25.7%) achieved Very Good** and **121 students (8.1%) achieved Good**. Notably, **no students were classified as Pass**, indicating that students who succeeded generally performed at relatively high levels rather than merely meeting the minimum requirements.
Overall, the distribution demonstrates **strong academic performance and a high level of student attainment**.

97.1% من إجمالي الطلاب، مقابل **2.9%** فقط من الطلاب الراسبين. وتعكس هذه النسبة المرتفعة فاعلية العملية التعليمية ومدى قدرة الطلاب على تحقيق مخرجات التعلم المستهدفة.
كما تشير نتائج الطلاب الناجحين إلى ارتفاع واضح في مستويات الأداء؛ فقد حصل **60.9%** من الطلاب على تقدير ممتاز، و**25.7%** على تقدير جيد جدًا، و**8.1%** على تقدير جيد. ويُلاحظ أن جميع الطلاب الناجحين حصلوا على تقديرات أعلى من الحد الأدنى للنجاح، حيث لم يسجل أي طالب تقدير «مقبول». ويُعد ذلك مؤشرًا إيجابيًا على جودة التحصيل ومستوى إتقان المعارف والمهارات المستهدفة.
، تعكس النتائج **مستوى مرتفعًا من جودة الأداء الأكاديمي وفاعلية العملية التعليمية**، مع وجود فرصة للتحسين من خلال التركيز على الطلاب المتعثرين وتحليل أسباب انخفاض أدائهم ووضع الإجراءات التصحيحية المناسبة

C- Professional Information

1- Module teaching

Study Week	Topics taught
1st	**Lectures Online** Bleeding in late pregnancy: placental abruption (not recorded)

	Lectures Recorded) - Antenatal care (ANC) - Reproductive health program & services (Family medicine)- --- Amniotic fluid abnormalities **SGS** -ANC -Bleeding in early pregnancy 1 - Bleeding in early pregnancy 2 - Reproductive health program & services (Community) - Bleeding in late pregnancy 1 **Face to face-** **Lectures:** -Bleeding in early pregnancy: Abortion -Bleeding in early pregnancy: Ectopic - Bleeding in late pregnancy: Placenta previa **SGS** - Bleeding in late pregnancy 2 **Flipped** Amniotic fluid abnormalities
2nd	**Quizof female reproductive medicine and surgery I** **Online Lectures** - DM with pregnancy - Hyperemesis gravidarum - Premature ROM **SGS** - Hyperemesis, DM - Benign breast disease - Medicolegal aspects of pregnancy, delivery and abortion (Forensic) **(Recorded Lectures)** - -Preterm labor (PTL) - Medicolegal aspects of pregnancy, delivery and abortion

	(Forensic) **Face to face** **Lectures** - -Benign breast diseases (surgery) - -Malignant breast diseases (surgery) **SGS** - PROM, PTL 1 - -PROM, PTL 2 - Malignant breast diseases **Clinical sessions** - General approach and communication skills. - History taking - Focused History -Clinical examination (OBS.) -Abdominal examination (fundal level , pelvic grips ,fundal grip) -Fetal heart auscultation
3rd	**Online** **Lectures** Abnormal labour abnormal uterine action **SGS** - Hypertensive disorders with pregnancy 1 - Hypertensive disorders with pregnancy 2 - Medical disorders in pregnancy (OBS) - Medical disorders in pregnancy (medicine) - PNC **Lectures (recorded)** -Medical disorders with pregnancy (Medicine) **Face to face** **Lectures** - Normal labor - Abnormal labour: malpresentation - Hypertensive disorders with pregnancy 1 - Hypertensive disorders with pregnancy 2 **SGS**

	Malignant breast disease **Skill lab** - -Definitions of labour and diameters of female pelvis and fetal skull - Normal labour - malpresentation and shoulder dystocia **Clinical sessions** (internal medicine and surgery)
4th	**Online** **Lectures** Normal and abnormal puerperium Prenatal diagnosis, evaluation of fetal health **Lectures (recorded)** - -Postnatal care (PNC) (Family Medicine) - -Inflammatory breast disease **SGS** - -Complication of third stage - Maternal obstetric injuries - -Abnormal puerperium - Referral criteria and red flags **Face to face** **Lectures** - -Maternal obstetric injuries - -Complications of third stage - -Postpartum mood disorders (psychiatry) - **TPL** - medical disorders (hypertensive disorders, DM,hyperemesis) **SGS** Abnormal labor 1 Abnormal labor 2 **Clinical sessions** - General approach and communication skills. - History taking - Focused History -Clinical examination (OBS.)

	-Abdominal examination (fundal level , pelvic grips ,fundal grip) -Fetal heart auscultation **Skill lab** - breech **Practical** Partogram, CTG, forceps&Vacuum
5th	**Online** **Lectures (recorded)** - -Fetal hydrops, fetal infections - -Referral criteria and red flags - -Multiple pregnancy - -IUGR, IUFD, Post term, macrosomia **SGS** - Postpartum mood disorders (psychiatry). - multiple pregnancies, prenatal diagnosis - IUGR, IUFD, Post term, macrosomia, fetal hydrops **Face to face** **clinical** -breast examination **Skill lab** -Malpresentation and shoulder dystocia -Breech **Flipped** -inflammatory breast disease
Tues. 26/12/2023	**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
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

- Formative assessment was implemented throughout the module during lectures and small group sessions (SGS) through the use of multiple-choice questions (MCQs), case scenario discussions, and interactive questions to assess students' understanding and provide immediate feedback.
- In addition, formative assessment was incorporated into the flipped classroom sessions through interactive activities and questions designed to assess students' understanding and application of the presented content.
- Practical formative assessment was also conducted to enhance students' hands-on skills, using anatomical maquettes, bones, and anatomical specimens in Anatomy, as well as histological slides examined under microscopes in Histology.
- Regular formative assessments were also administered electronically every two weeks through Microsoft Forms, consisting mainly of multiple-choice questions. The results were used to monitor students' progress and identify areas requiring further support. The formative assessment activities and students' performance were documented in the students' portfolios as evidence of continuous assessment and follow-up.

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- Student portfolio

Final module exam

4- End module examination in the form of quiz.
5- Final examination: (Structured Essay Questions (SEQ)- Short Answer Questions (SAQ)- Single Best Answer (SBA), 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. Dalia ELHaieg
Members:
Prof. Eman Elkheshien
Prof. Sheren bahgat
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

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

8- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

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

9- 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 more clinical sessions and training	**By the academic year 2024-2025**	**Faculty members and assistants**

Module coordinator Signature: Mustafa Omara
Semester coordinator Signature: Dalia Elhaeig
DATE : 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Female reproductive medicine & surgery 1**
- Module Code: **BMS FR 2-1**
- Year: **2023- 2024**
- Semester: **S9**
- Credit hours: **8 hours**
- Module contact hours: **149 hours**
- Module Coordinator: Dr**. Mohanad azab**
- Module Management Team:

Name	Department
Dr mohand azab	Obstetrics & gynaecology
Dr amany m.abdallah	Family medicine
Dr Marwa abdelmoneim amer	Forensic medicine
Dr ahmed metwally elkantawy	Obstetrics & gynaecology

B- Statistical Information:

- No. of students attending the module:1498**,** Percent: **100%**
- No. of students completing the module: 1495, Percent: 99.79%
- Absent students:3 , Percent 0.002%
- **Results:**
  - No. of Passed students: , Percent:
  - No. of Failed students: , Percent:
- **Grading of successful students:**
  - Excellent: No.: Percent:
  - Very Good: No.: Percent:
  - Good: No.: Percent:
  - Pass: No.: Percent:

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures (Recorded)** - two **(Intersex – Sexual problems) / (Menopause).** **Face to face** **- Lectures**

	-Amenorrhea. - Abnormal uterine bleeding. - Infertility. - Polycystic ovary syndrome and hirsutism. - Dysmenorrhea and premenstrual tension syndrome. **-SGS** - Amenorrhea 1 . - Amenorrhea 2 . - Abnormal uterine bleeding 1 . - Abnormal uterine bleeding 2 . - Infertility 1 . - Infertility 2 . **Clinical sessions** - History taking , Clinical examination (OBS. And GYN.) - general approach and communication skills. - Focused History. - External Examination. - Speclum Examination. - Bimanual Pelvic Examination. - Rectovaginal Examination. **Flipped** - **Menopause.**
2nd	**Online** **Lectures (Recorded)** -three(Sexually transmitted diseases). (Old complete perineal tear and rectovaginal fistula). (Family planning and menopause). **Face to face** **Lectures** - Vaginitis , Cervicitis , Pelvic inflammatory disease . - Endometriosis and adenomyosis. - Genital prolapse . - Sexual transmitted disease. - Incontinence of urine . **Clinical sessions** - History taking , Clinical examination (OBS. And GYN.)

	- general approach and communication skills. - Focused History. - External Examination. - Speclum Examination. - Bimanual Pelvic Examination. - Rectovaginal Examination. **SGS** - Gynecologic infection 1. - Gynecologic infection 2. - Pelvic pain 1. - Pelvic pain 2. **TBL** - Abnormal uterine bleeding.
3rd	**Online** **Lectures (recorded)** - two : 1- Vulval and vaginal lesions. 2-Colposcopy, Laparoscopy, Hysteroscopy,Hysterectomy, Dilatation and Curettage. **Face to face** **Lectures** - Fibroid. - GTD. - Endometrial hyperplasia and endometrial cancer. **Clinical sessions** - History taking , Clinical examination (OBS. And GYN.) - general approach and communication skills. - Focused History. - External Examination. - Speclum Examination. - Bimanual Pelvic Examination. - Rectovaginal Examination. - Skill lab (Family planning).
4th	**Online** **Lectures (recorded)** None **Face to face** **Lectures**

	- CIN and Invasive cervical carcinoma. - Ovarian swellings. **TBL** - None. **Clinical sessions** -History taking , Clinical examination (OBS. And GYN.) - general approach and communication skills. - Focused History. - External Examination. - Speclum Examination. - Bimanual Pelvic Examination. - Rectovaginal Examination. **SGS** - Pelviabdominal masses 1 . - **AUB 3.**
THUR.	**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	-Large content in a short time

		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	- 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: Prof. Dalia El-haieg
Members : Asst. prof /Sheren bahgat- Prof/ Eman elkhesin

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

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

8- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

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

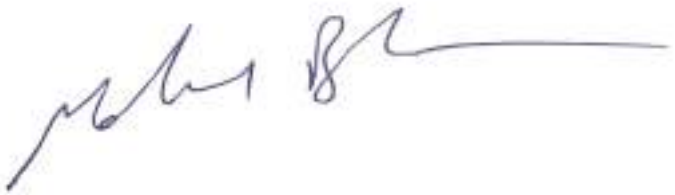
11- Action plan for academic year 2024/2025y

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**

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

- None

Module coordinator Signature:
Semester coordinator signature:



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Child health problem**
- Module Code: **BMS CH2-1**
- Year: 5th year 2023/2024
- Semester: **S9**
- Credit hours: **4**
- Module contact hours: **69hrs**
- Module Coordinator: Prof wesam abd elmonem mokhtar

Name of Module management team	Department	Task	Contact number
Prof Wesam A mokhtar	Paediatrics	**E-learning coordination**	01006872122
DR marwa gaber	Forensic medicine & Toxicology	**Course document coordination**	01093034733
Dr Wael Elshahat	Paediatric surgery	**Course timetable &halls distribution preparation**	01222441287
Dr Bothina Omran **Dr Fayza Mohamed** **Dr Marwa Abdelhady**	Forensic medicine & Toxicology Psychiatry Family medicine	**Students' attendance sheets preparation**	01024553102 01149678363 01147272788
Dr Maha Noah	Paediatrics	**Students' assessment coordination**	01032299309

B- Statistical Information

- No. of students attending the module: 1498 , Percent : 100%
- No. of students completing the module: **1488** , Percent: 99.33%
- No. of students attending exam: 1016 , percent: 99.61%
- **Results:**

No. of Passed students: 1016 , Percent: 99.51%
No. of Failed students: 4 , Percent: 0.49%

Comment (comparison with AY 2022-2023):

Note: the Results and Grading figures above (1016 examined, 1016 passed, 99.51% pass rate; Excellent 835, Very Good 148, Good 26, Acceptable 1) are

taken from the Faculty exam-committee results sheet for this course, which lists a base of 1020 students. This differs from the 1498/1488 attendance figures recorded earlier in this section, which appear to reflect the wider module cohort; the module coordinator should confirm which figure is the correct AY 2023-2024 total before final submission. For comparison, the same results sheet's AY 2022-2023 data for this course also shows 1020 students with a 99.51% pass rate (835 Excellent, 148 Very Good, 26 Good, 1 Acceptable, 4 Failed) — i.e., based on the sheet provided, results were essentially unchanged between AY 2022-2023 and AY 2023-2024. A separate, dedicated 2023-2024 breakdown was not supplied; once available it should replace the figures above so the comparison reflects two distinct datasets rather than one sheet used for both years.

- **Grading of successful students:**

Excellent: No: 835 , Percent: 81.9%
Very Good: No: 148 , Percent: 14.5%
Good: No: 26 , percent : 2.5%
acceptable ; No: 1 , Percent: 0.1%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	Online 6 Face to face 9 Lectures 18 Clinical 2 Practical - SGS 2 Flipped 2 TBL
2nd	Online 5 Face to face 22 Lectures 9 Clinical 5 SGS 9 Flipped 2 TBL
3rd	Online 4

	Face to face 14 **Lectures 4** **Clinical** **SGS 12** **Flipped** TBL 2

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	Challenges
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	Lectures (face to face)
Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them	-Large content in a short time	Lectures (recorded)

	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	- Deficient or malfunctioning technical equipments in some teaching rooms	Small group sessions (SGS)
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	Team based learning (TBL)
Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues	Flipped learning
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	Clinical/practical sessions

4- Student assessment:

A. Formative assessment

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

- **What went well?**

- **What could be improved?**

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
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

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

5- Examination committee:

Head: Prof Ehab El bana
Members: prof Khaled sherief
Prof fatma sheriff

Role of external examiner:

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

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

List any inadequacies:

Shortage of data show and computers in some teaching rooms.

Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints
List any difficulties encountered:

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
The actual contact hours is less than the supposed contact hours because of the timetable available hours, however, the schedule is enough for the teaching hours	The weights of the subjects in the module should be revised since the actual contact hours were enough for teaching the needed materials

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)

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
Ensure the availability of adequate examination venues to accommodate all students simultaneously during the mid-module examination.	**Yes**	

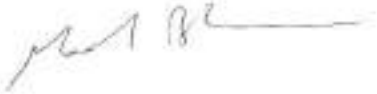
11- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible

Increase the number of clinical cases and manikins available for clinical/practical sessions.	**2024-2025**	Module coordinator and faculty administration.

module coordinator signature:
Semester coordinator:

Date: 21/8/2024



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: medical emergency
- Module Code: BMS ME 2-1
- Year: 2023-2024
- Semester: **S10**
- Credit hours: **4**
- Module contact hours:64
- Module Coordinator: **Fyroz Othman**
- Date of course report approval: 22/6/2025

Name of Module management team	Department	Task	Contact number
Dr/ Mostafa Fathy Baiomy	Paediatric department	**E-learning coordination**	01009741675
Prof/ Fayrouz Othman	Internal medicine	**Course document coordination**	01278528404
Prof/ Shereen Awad		**Course timetable &halls distribution preparation**	01000088816
Dr/ Shaimaa morsy **Dr/ Mostafa Fathy Baiomy**	Internal medicine Pediatric department	**Students' attendance sheets preparation**	01062624611 01009741675
Prof/ Fayrouz othman **Prof/ Ashraf khalifa Elnagar**	Internal medicine	**Students' assessment coordination**	01278528404 01062137010

B- Statistical Information

- No. of students attending the module: 1468 , Percent: 100%
- No. of students completing the module: 1468 , Percent: 100 %
- No. of students attending exam: 1462 , percent: 99,59%
- **Results:**

No. of Passed students: 1461 , Percent: 99,52%
No. of Failed students 1 , Percent: 0.068%

- **Grading of successful students:**

Excellent: No: 1381 , Percent: 94.07 %
Very Good: No: 68 , Percent: 4.63 %

Good;NO; 1 , percent : 0.068%
acceptable ;NO, 11 , Percent 0.74 %

Overall, the results demonstrate **excellent student achievement and very high module effectiveness**. All 1,468 students completed the module, and 1,462 attended the examination, representing a very high attendance rate of **99.59%**. The pass rate was **99.52%**, with only one student failing.

Among successful students, **94.07% achieved an Excellent grade**, while 4.63% achieved Very Good. Only a small proportion received Good (0.068%) or Acceptable (0.74%). These results indicate strong student engagement, effective teaching and learning, and successful attainment of the module learning outcomes. The single failure may warrant individual review to identify any specific academic or personal factors requiring support.

شير النتائج الإحصائية للمقرر إلى **مستوى متميز جدًا من التحصيل الأكاديمي وفاعلية واضحة في تحقيق مخرجات التعلم**. فقد بلغ عدد الطلاب الملتحقين بالمقرر والمستكملين له **1468 طالبًا بنسبة 100%**، مما يعكس انتظامًا ومتابعة جيدة للطلاب طوال فترة دراسة المقرر.

كما حضر الامتحان **1462 طالبًا بنسبة 99.59%**، وهي نسبة حضور مرتفعة جدًا. وبلغت نسبة النجاح **99.52%**، حيث نجح **1461 طالبًا** ولم يرسب سوى **طالب واحد**، مما يعكس ارتفاع مستوى التحصيل وتحقيق معظم الطلاب لمتطلبات المقرر.

وتُظهر نتائج الناجحين مستوى أكاديميًا متميزًا، حيث حصل **1381 طالبًا (94.07%) على تقدير ممتاز**، و**68 طالبًا (4.63%) على تقدير جيد جدًا**، بينما حصل عدد محدود جدًا على تقديري جيد ومقبول. وتعكس هذه النتائج بصورة عامة **فاعلية عملية التدريس والتقويم، وارتفاع مستوى اكتساب الطلاب للمعارف والمهارات المستهدفة، وتحقيق مخرجات التعلم للمقرر بدرجة مرتفعة جدًا**.

وبناءً على ذلك، يمكن اعتبار نتائج المقرر **إيجابية ومتميزة للغاية**، مع التوصية بمراجعة حالة الطالب الوحيد الذي لم يحقق النجاح للتعرف على أسباب التعثر وتقديم الدعم الأكاديمي المناسب، مع الاستمرار في تطبيق الممارسات التعليمية والتقويمية التي أسهمت في تحقيق هذه النتائج المتميزة.

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	Online

	CO & cyanide poisoning (on line lecture) Post- partum collapse (on line lecture) Abnormal blood pressure (on line lecture) Chest pain (on line lecture) Collapse & shock (on line lecture) Difficulty in breathing (on line lecture) Hematemesis & hemoptysis (on line lecture) Online clinical: Chest pain . Collapse & shock . Difficulty in breathing . Face to face Lectures Focal neurological deficit Tachyarrhythmia OTC toxicity TCA & phenothiazine toxicity Shock in pediatrics Sudden cardiac arrest (on line) Clinical Abnormal blood pressure Tachyarrhythmia Practical SGS Focal neurological deficit CO & cyanide poisoning Post- partum collapse OTC toxicity TCA & phenothiazine toxicity Flipped animal poisoning TBL
2nd	Online Respiratory Failure in pediatrics(lecture). X-ray (clinical) Coma in pediatrics (clinical)

	Food poisoning(SGS) Status epilepticus in pediatrics(SGS) Face to face **Lectures** Atropine & hallucinogens toxicity Bradyarrythmia & sudden death Pesticides poisoning Food poisoning **Clinical** Shock Sudden cardiac arrest in pediatrics Disturbed level of consciousness in pediatrics Hematemesis & hemoptysis ECG **Practical** **SGS** Pesticides poisoning Atropine & hallucinogens toxicity **Flipped** Respiratory Failure in pediatrics TBL Internal medicine
3rd	Online Face to face QUIZ **Lectures** **Clinical** **Practical** **SGS** **Flipped** TBL
4th	Online Face to face **Lectures** **Clinical** **Practical**

	SGS **Flipped** TBL
5th	**Online** **Face to face** **Lectures** **Clinical** **Practical** **SGS** **Flipped** TBL

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.	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

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?

During the module:

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

Final module exam

4- End module examination in the form of quiz.
5- Final examination: (Structured Essay Questions (SEQ)- Short Answer Questions (SAQ)- Single Best Answer (SBA), And Clinical exam (OSCE)

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

Non

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

Non

5- Examination committee:

Head: prof . Dr. Ezzat Mostafa (Head of Internal Medicine Department), Prof/ Fayrouz Othman.,

Members:

Role of external examiner: NA

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

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

List any inadequacies:

1- Network (very poor in nearly half the halls)

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 √

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.

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	**Each MMT communicated/ reported the complain**

9- Module enhancement:

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

Action	Completed (yes or no)	Reasons for non-completion
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 more clinical sessions and training	**2024-2025**	MMT and curriculum committee

Name	Signature	Heads of the shared departments	Signature
Dr. Lamyaa Elsayed Nasr saeed			
DR.Amira Elsayed			
Dr. Abeer El Ashery			
Dr. Ahmed Abo Elkhir			
Dr. Youssef Al Ayman			
Dr. Heba shafik			
Dr. Nahla Zaiton			

Semester coordinator signature

Vice dean of student affairs:

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **GIT disorders**
- Module Code: BMS DI 2-1
- Year: 2023- 2024
- Semester: **S9**
- Credit hours: **8 credit hours**
- Module Coordinator: **Dr. Ayman Magd-eldin**

Name of Module management team	Department	Task	Contact number
Dr. Ayman Magd-eldin	*Internal medicine*	**E-learning coordination**	*01114480339*
Dr. Hoda Esmail *Dr. Fatma Ibrahim*	*ENT* *Toxicology*	**Course document coordination**	*01501540083* *01064406453*
Dr. Shimaa Abd Elfatah	*Tropical*	**Course timetable &halls distribution preparation**	*01224338371*
Dr. Mohamed Amin *Dr. Said Mohamed* *Dr. Lamiaa Lotfy*	*Radiology* *Surgery* *community*	**Students' attendance sheets preparation**	*01145465001* *01019649588* *01015000560*
Dr. Basma Yousef	*Pediatric*	**Students' assessment coordination**	*01020830726*

B- Statistical Information

- No. of students attending the module:**1469** , Percent: ***100%***
- No. of students completing the module: **1464** , Percent:***99.7 %***
- No. of students attending exam: **1464** , percent: ***99.7 %***
- **Results:**

No. of Passed students: **1460** , Percent: ***99.73%***

No. of Failed students **4** , Percent: ***0.27%***

- **Grading of successful students:**

Excellent: No: **1206** , Percent: ***82.4 %***

Very Good: No: **220** , Percent: ***15 %***

Good;NO; 32 , percent :**2.2 %**

acceptable ;NO**, 2** , Percent **0.13 %**

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	LECTURES • Anatomy of tongue and tonsils (ENT) • Anatomy of pharyngeal spaces (ENT) • Intestinal infections (Trop.) • IBD (Int.med) • Viral hepatitis (Trop.) • Acute liver failure (Trop.) PRACTICAL & SGS • Food Borne Diseases (epidemiology and prevention) part 1 (comm.) • Symptoms of liver & GIT diseases (Int.med) • Anatomy of esophagus and cancer esophagus (surg.) • Small intestinal diseases & malabsorption (Int.med) • Liver and biliary tree anatomy& Liver resection (surg.) • Imaging of esophagus, stomach& intestine (rad.)
2nd	LECTURES • Small intestine anatomy and tumors carcinoid tumor(surg) • Diverticular disease and colostomy (surg.) • Functional bowel diseases (Int.med) • Complications of gastric operations and gastrostomy and Chronic Pyloric Obstruction(surg.) • Imaging of acute abdomen & intestinal obstruction (Rad.) • Liver cirrhosis (Trop.) • Imaging of solid organs (Rad.) • Colon anatomy , polyps, tumors (surg.) • Peptic ulcer disease(Int. med) • Acute & chronic arsenic poisoning (Tox.) PRACTICAL & SGS • Hiatus hernia & Achaliza (Surg.) • Stomach anatomy and tumors(surg.) • Gastroenteritis& dehydration (Ped.) • Cholestasis (Ped.) • Cholestatic jaundice (Int.med)

	• Liver function tests (Int.med) • Food Borne Diseases (epidemiology and prevention) part 1 (comm.)
3rd	LECTURES • Dysphagia & GERD (Int.med) • Jaundice (Int.med + Trop.) • Anal fissure and piles • Vomiting & constipation (Ped.) • Anorectal suppuration and anal fistula (surg). • Cholestasis (Ped.) • Fecal incontinence and rectal prolapse(surg). • Acute liver failure (Ped.) • Food Borne Diseases (epidemiology and prevention) part 2(Comm.) PRACTICAL & SGS • Gastroenteritis& dehydration (Ped.) • Rectum & anal anatomy & cancer (surg.) • Gastroenteritis& dehydration (Ped.) • Cirrhosis (Trop.) • Decompensated cirrhosis ((Int. med) • Diseases of nasopharynx (ENT) • Pilonidal sinus and intestinal fistula (surg).
4th	LECTURES Inguinal hernia and femoral hernia (surg.) Constipation (Int. med) Acute mercury & acute lead poisoning (Tox.) Ascites (Int.med) Heptorenal syndrome HRS (Trop.) Abdominal wall anatomy, Desmoid tumor, rectus sheath hematoma , umbilicus (surg.) Liver transplant (surg.) Ulcers of pharynx (ENT) PRACTICAL & SGS Gastroenteritis& dehydration (Ped.) Hepatic encephalopathy (Int.med) Acute liver failure (Ped.) Diseases of oropharynx (ENT) Food Borne Diseases (epidemiology and prevention) part 2 (Comm.)
5th	LECTURES Diseases of hypopharynx(ENT) Acute & chronic choecystiis (surg.) Acute& chronic arsenic poisoning (Tox.) Liver tumors (surg). Pharyngeal manifestations of blood disease (ENT) PRACTICAL & SGS Surg. + Int.med+ Ped.) TBL) Portal hypertension (Int. med)

	Umbilical, epigastric, incisional , other types of hernia(surg.) Burst abdomen and hernia complications(surg.) Clinical examination of hernia (surg.) Gastroenteritis& dehydration (Ped.) GI bleeding (Int.med + Trop.) flipped Acute mercury & acute lead poisoning (Tox.) Non viral hepatitis & NAFLD (Int.med) obstructive jaundice (surg.) Liver abscess and cyst (surg).
6th week	PRACTICAL & SGS Pancreatic anatomy, acute and chronic pancreatitis (surg.) Pancreatic cysts & tumors (surg). MOUTH, CHEEK & TONGUE (surg.) TEETH, GUM & JAWS (surg.) Portal hypertension (Int. med) Symptomatology of the pharynx (ENT) Flipped Hepatorenal syndrome HRS (Int. med) Salivary glands (surg.)

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	Challenges
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
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	-Large content in a short time

SGS	- Allow interaction between students and staff. - Allow discussion and brainstorming.	- Deficient or malfunctioning technical equipment in some teaching rooms.
Practical	-Allow acquisition of practical skills by students	- Few resources (few halls).
Flipped learning	- Give the students the chance to self-learning. - Enhance team working. Improve presentation skills	- Few resources - Some students do not have the skills of presentation.
Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipment - Some students depended on their colleagues in their teams

Figure 1

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]

Final module exam

- End 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 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.
(none)

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

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: 320
Done by (select the used method): **Google form**

List any criticism	Response of MMT
1. Increase practical and bedside learning opportunities throughout the module.	Modulate the schedule for more practical sessions
2. Improve organization and scheduling of practical sessions.	Give more clinical sessions and concentrate on bedside teaching
3. Reduce the excessive academic load within the module.	Revise the handout to decrease the academic load
4. Continue maintaining supportive and student-centered teaching approaches.	Student guidance unit give more effort for supporting students

Faculty members and assistants' evaluation of the module

Done by

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. - Use printed material. - Change the halls sometimes.

Figure 2

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
Non- or Malfunction of computers and data show and use of laptops of the staff	Reporting to the administrative personnel

1- 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**
The handout must be rearranged (some topics had shortage in knowledge	**By the academic year 2024-2025**	**All participating** Staff members in the CMMT

Date: / / 2023

:

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Surgical emergency**
- Module Code: BMS SE 2-1
- Year: 2023- 2024
- Semester: **S10**
- Credit hours: **8 credit hours**
- Module Coordinator: **Dr. Ayman Magd-eldin**

Name of Module management team	Department	Task	Contact number
Dr. Ahmed Elewn **Dr. Amr El bakry**		**E-learning coordination**	
Dr. Sahar Hemeda **Dr. Mohammed salah Ibrahim**		**Course document coordination**	
Dr.Amira Attia **Dr. Mona Atef**		**Course timetable &halls distribution preparation**	
Dr Dr* Hesham *AboElez (group A) ***Dr Mohamed Mahgoup(group b)*** ***Dr Entesar (group C)*** ***Heba Elaasar (warning letters & prohibition)***		**Students' attendance sheets preparation**	
Dr Amr Ahmed ***Dr Ahmed Gomaa***	*G. Surgery*	**Students' assessment coordination**	*dr.amr.foad@gmail.com* *01112100121*

B- Statistical Information

- No. of students attending the module:**1468** , Percent: **100%**
- No. of students completing the module: **1464** , Percent:**99.7 %**
- No. of students attending exam: **1464** , percent: **99.7 %**
- **Results:**

No. of Passed students: **1462** , Percent: **99.86 %**

No. of Failed students **2** , Percent: **0.13%**

- **Grading of successful students:**

Excellent: No: **1297** , Percent: **88.7 %**

Very Good: No: **143** , Percent: **9.8 %**

Good;NO; 19 , percent :**1.3 %**

acceptable ;NO**, 3** , Percent **0.2 %**

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	LECTURES Management approach of the surgical emergencies Traumatic neurosurgical emergency Non-Traumatic neurosurgical emergency Thoracic trauma Hemorrhage and blood transfusion PRACTICAL & SGS Management approach of the surgical emergencies Traumatic neurosurgical emergency Non-Traumatic neurosurgical emergency Thoracic trauma Hemorrhage and blood transfusion
2nd	LECTURES **Shock** **Polytrauma** **Abdominal trauma** **Burn** **Acute hernia complications** **Acute complications of peptic ulcer** PRACTICAL & SGS **Shock** **Polytrauma** **Acute hernia complications** **Acute complications of peptic ulcer** **Acute appendicitis** **Acute cholecystitis** •
3rd	LECTURES **Acute pancreatitis** **Intestinal obstruction (IO)**

	Peritonitis **GIT bleeding** PRACTICAL & SGS **Abdominal trauma** **Burn** **Acute pancreatitis** **Acute abdomen** **GIT bleeding** •
4th	LECTURES **Intussusception** **Bleeding per rectum** **Hand injuries** **Medicolegal aspects of Head injuries** **Medicolegal aspects of Thermal injuries** **Medicolegal aspects of violent asphyxia** **Medical Responsibility in Trauma Patients** PRACTICAL & SGS **Intestinal obstruction (IO)** **Intussusception** **Bleeding per rectum** **Pediatric trauma** **Hand injuries** **Medicolegal aspects of Head injuries** **Medicolegal aspects of Road Traffic Accidents:** **Medicolegal aspects of Firearm injuries** **Medicolegal aspects of violent asphyxia** **Medical Responsibility in Trauma Patients**
5th	LECTURES • Fracture upper, lower limb • Git bleeding • Acute limb ischemia • Epistaxis • Air way Obstruction • **Maxillofacial trauma** PRACTICAL & SGS • Fractures of upper & lower limb • Epistaxis • Peritonitis • Acute limb ischemia • Intestinal obstruction individual • Acute limb ischemia • Approach to trauma patient1 • Vascular trauma

	• Hand injury • Maxillofascial fracture • Approach to trauma patient2 • Medico-legal aspects of thermal injuries
6th week	LECTURES Acute abdominal pain in pregnancy Antepartum He Emergency caesarean section Blunt trauma to the eye Penetrating trauma of the eye Chemical and physical trauma to the eye Complications of suppurative otitis media and suppurative sinusitis PRACTICAL & SGS Bleeding in early pregnancy Antepartum He Blunt trauma to the eye Penetrating trauma of the eye Chemical and physical trauma to the eye Complications of suppurative otitis media and suppurative sinusitis Non-traumatic urologic emergencies

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	Challenges
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
Lectures (recorded)	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time	-Large content in a short time

	- Clarity of the presentation to all students	
SGS	- Allow interaction between students and staff. - Allow discussion and brainstorming.	- Deficient or malfunctioning technical equipment in some teaching rooms.
Practical	-Allow acquisition of practical skills by students	- Few resources (few halls).
Flipped learning	- Give the students the chance to self-learning. - Enhance team working. Improve presentation skills	- Few resources - Some students do not have the skills of presentation.
Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipment - Some students depended on their colleagues in their teams

Figure 1

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 bedside teaching and practical sessions

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)

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: 355
Done by (select the used method): **Google form**

List any criticism	Response of MMT
1. Increase bedside learning opportunities throughout the module.	Modulate the schedule for more bedside sessions
2. Enhance clinical and hands-on learning experiences.	Give more clinical sessions and hands-on learning experiences.
3. Continue maintaining supportive and student-centered teaching approaches.	Student guidance unit give more effort for supporting students

Faculty members and assistants' evaluation of the module
Done by

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. - Use printed material. - Change the halls sometimes.

Figure 2

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
Non- or Malfunction of computers and data show and use of laptops of the staff	Reporting to the administrative personnel

1- 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**
Increase bedside teaching sessions.	**By the academic year 2024-2025**	**Faculty members and assistants**
Allow practical training opportunities.	**By the academic year 2024-2025**	**Module coordinators**
Continue collecting and reviewing student feedback.	**By the academic year 2024-2025**	**Module coordinators**

Date: 22/ 6 / 2025