Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Endocrine and reproductive systems**
- Module Code: **MED-201**
- Year: 2nd year **2024/2025**
- Semester:S**3**
- Credit points:**12**
- Module contact hours**: 168**
- Module Coordinator: **DR. Dr. Aya Mohamed Elshiekh**
- Module Management Team: **9/2025**

Name	Department
Heba Salah Gomaa	Physiology department
Aya Mohamed elshiekh	Physiology department
Walaa El said	Medical Biochemistry department
Hoda Kamal Mohamed	Medical Biochemistry department
Eman Mohamed Askar	Histology and Cell Biology
Samar Hassan Abdelhameed	Histology and Cell Biology
Sama Salah	Human Anatomy and Embryology
Doaa Mohammed Yousef	Human Anatomy and Embryology

B- Statistical Information

- No. of students attending the module: 1573 Percent: 100%
- No. of students completing the module: 1373 Percent: 87%
- Results:

No. of Passed students: 1225 Percent: 77%
No. of Failed students: 187 Percent: 23%

- **Grading of successful students:**

Excellent: No.: 544 Percent: 34%
Very Good: No.: 284 Percent: 18%
Good: No.: 283 Percent: 17%
Pass: No.: 75 Percent: .04%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st week	**Blended (Recorded lectures & Face-to-face sessions) √** **Lectures:** Feedback mechanisms and Hypothalamo-hypophyseal axis Biochemistry and molecular base of hormonal action Physiology of Posterior pituitary Anatomy of thyroid and parathyroid glands Histology of thyroid and parathyroid Thyroid hormone biosynthesis Physiology of Thyroid Physiology of Parathyroid Anatomy of suprarenal (adrenal) gland **Practical:** Histology of pituitary gland and pineal body Physiology of Anterior pituitary Physiology of Posterior pituitary Histology of thyroid and parathyroid **SGS:** Feedback mechanisms and Hypothalamo-hypophyseal axis Anatomy of pituitary gland and pineal body Physiology of Anterior pituitary 1 Physiology of Anterior pituitary 2
2nd week	**Blended (Recorded lectures & Face-to-face sessions) √** **Lectures:** Histology of adrenal gland Physiology of Adrenal gland Physiology of Pancreas Glucose homeostasis Histology of Endocrine portion of pancreas Local hormones and adipose tissue as an endocrine organ Hormones affecting lipid metabolism Regulation of body temperature Anatomy of suprarenal (adrenal) gland / Anatomy of pelvic wall **Practical:** Thyroid function tests Physiology of Thyroid Physiology of Parathyroid Calcium homeostasis Anatomy of different glands Physiology of Adrenal gland

	Histology of adrenal gland Histology of Endocrine portion of pancreas Physiology of Pancreas **SGS:** Calcium homeostasis Physiology of Adrenal gland
3rd week	**Blended (Recorded lectures & Face-to-face sessions) √** **Lectures:** Histology of Testis Anatomy of male reproductive system Physiology of male reproductive system Anatomy of uterus and vagina Histology of male ducts and glands, and external genitalia Factors affecting spermatogenesis; semen analysis Histology of Ovary Hypothalamo-hypophyseal ovarian axis Histology of Uterus and fallopian tube Histology of Uterine cervix, vagina and external genitalia **Practical:** Pelvic wall: Anatomy of pelvic wall and sacrum Anatomy of male reproductive system Histology of male reproductive system 1 Histology of male reproductive system 2 Factors affecting spermatogenesis; semen analysis DM (Diabetes Mellitus) case discussion **SGS:** DM (Diabetes Mellitus) case discussion Fed and fast Factors affecting spermatogenesis; semen analysis
4th week	**Blended (Recorded lectures & Face-to-face sessions) √** **Lectures:** Female reproductive cycle Anatomy of perineum and external genitalia Ovarian cycle Blood supply of pelvis Physiology of puberty Physiology of pregnancy 2nd week of pregnancy 3rd week of pregnancy **Practical:** Abnormalities of testicular function Histology of Ovary Anatomy of female reproductive system Histology of Uterus and fallopian tube

	Histology of Uterine cervix, vagina and external genitalia Blood supply of pelvis and perineum Signs of ovulation and anovulatory cycle; Adrenogenital syndrome **SGS:** Anatomy of ovaries, fallopian tube and ligaments of uterus Uterine cycle 1st week of pregnancy **TBL: √**
5th week	**Blended (Recorded lectures & Face-to-face sessions) √** **Lectures:** Anatomy of placenta and umbilical cord Anatomy of yolk sac, amnion and allantois Histology of Placenta Development of GIT and respiratory system; anomalies Development of heart I and fetal circulation Physiological basis of sex determination and differentiation Breast milk and fructosemia **Practical:** Abnormalities of puberty / pregnancy test Anatomy of fetal membranes Signs of ovulation and anovulatory cycle; Adrenogenital syndrome Development of genital system and anomalies Anatomy of mammary gland (breast) – flipped classroom **SGS:** Folding Placental function – Fetoplacental unit Development of genital system and anomalies
6th week	**Blended (Recorded lectures & Face-to-face sessions) √** **Lectures:** Development of heart and anomalies II Physiology of lactation Development of face and palate; anomalies Cold and high-altitude related illness Physiological jaundice Development of central nervous system and anomalies Inborn errors of carbohydrate (CHO) metabolism **Practical:** Anomalies of heart I Anomalies of heart II, fetal circulation Histology of Mammary gland Histology of placenta Physiology of labour Estimation of bilirubin Physiological basis of contraception

	Anomalies of face and palate **SGS:** Physiological change of fetal circulation at birth Development of pharyngeal apparatus and anomalies
7TH week	**Revision and end-of-module examination according to the announced schedule.**

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

3- Teaching and learning methods:

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

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 and multiple choice best answer.
Attendant staff provides constructive feedback regularly to improve students learning

- **What went well?**

  Feedback improve student learning and encourage their active participation in the sessions

- **What could be improved?**

Providing homework assignment after each session to maintain student self-learning

B. Summative assessment

What were the methods and tools?

During the module:

1- Mid module examination in the form of multiple choice questions
2- Team based learning(TBL) [case studies, MCQ]
3- Flipped [Assessment rubrics, checklist]

Final Module Exam:

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

No change

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

No change

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

None

5-Members of examination committee:

Head: Dr: Abeer Azmy: Histology department
Dr: Eman El Taher: Pathology department
Dr: Amal El shahat : Human anatomy and embryology department
Dr: Dalia Abdelmotaleb : Clinical pharmacology department
Dr: Dalia Abd elkhalek: Parasitology department
Dr: Abdalla Elbeially: Microbiology department
Dr: Abeer Azmy : Histology department
Dr: Amal El shal : Biochemistry department
Dr: Shereen Elaraby : Human physiology department

Role of external examiner:

No external examiners

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. In anatomy halls
2. Computers: technical problems e.g. in physiology, Microbiology
3. Data show
4. Poor ventilation

7-Administrative constraints

List any difficulties encountered:

8-Student evaluation of the module: Done by

Verbal communication ****
Written comments
Surveys (*Attach the Survey responses*)

List any criticism	Response of MMT
Nonfunctioning computers and data show as in physiology department halls	usage of personal laptops and white board
Crowdedness in the small classes as in anatomy halls	Transfer the sessions into larger classes when available

9-Faculty members and assistants' evaluation of the module done by:

Verbal communication ****
Writtern comments
(*Attach the Survey responses*)

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

10-Comments from external evaluator(s):

Comments	Response of MM team
NA	NA

11-Module enhancement:

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

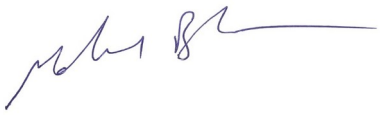
Action	Completed (yes or no)	Reasons for non-completion
Data show	yes	

Actions required	Completion date	Person responsible
Microscopes will be fully integrated into histology practical sessions.	2025-2026	Module coordinators and teaching staff
The student guidance unit will place more focus on addressing students' psychological and emotional needs.	2025-2026	Academic advisors
Utilize larger and better-equipped teaching venues for healthier learning environment	2025-2026	Vice dean and curriculum committee

Faculty of Medicine
Zagazig University

Name	Head of Responsible Department:	Signature
	Dr- Dr: Shereen Elaraby	

Date: 22/6/2025



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: Nervous System and special senses
- Module Code: MED-202
- Year: 2024-2025
- Semester: S3
- Credit points: 12
- Module contact hours: 168
- Module Coordinator: Dr. Eman Samy Elsheikh

Name of Module management team	***Department***	***Task***	***Contact number***
د. ايمان سامي الشيخ مدرس هستولوجى	**Histology**	***E-learning coordination***	*01020005884* *ISSheikh@medicine.zu.edu.eg*
أ.د.م. أمل سليمان سويلم السيد أستاذ مساعد تشريح	**Anatomy**	***Course documents coordination***	*01155789552* *ASSoeilam@medicine.zu.edu.eg*
أ.د.م. سمر محمد رضا حامد استاذ مساعد هيستولوجي	**Histology**	***Course Timetable & halls distribution preparation***	*01141315161* *SMHamid@medicine.zu.edu.eg*
د. ريهام طلعت الدمرداش إبراهيم مدرس تشريح	**Anatomy**	***Students' attendance sheets preparation***	*01000518485* *rteldemerdash@medicine.zu.edu.eg*
د داليا عاطف رشدي حميد. مدرس فسيولوجي	**Physiology**	***Students' assessment coordination***	*01009914693* *DAHamid@medicine.zu.edu.eg*

B- Statistical Information

- No. of students attending the module: 1573 , Percent: 100%
- No. of students completing the module: 1475 , Percent: 93.8%
- No. of students attending exam: 1475 , Percent: 93.8%
- **Results:**

No. of Passed students: 1316 , Percent: 89.2%

No. of Failed students: 159 , Percent: 10.8%

- **Grading of successful students:**

Excellent: No: 597 , Percent: 45.4%

Very Good: No: 332 , Percent: 25.2%

Good: NO: 310 , Percent: 23.55%

Acceptable: NO: 77 , Percent: 5.85%

C- Professional Information

1- Module teaching

	Topics actually taught
1st	**Face to face** **Lectures** 1- Anatomy of External features of spinal cord 2- Histological structure of Neuron & classification 3- Cranial nerve nuclei 4- Neuroglia and synapse 5- Degeneration and regeneration of nerve tissue 6- Receptors and their properties 7- Sensations 8- Histology of spinal cord 9- Ascending Tracts and sensation from head &neck 10- Reflex properties

	Practical 1- Anatomy of External features of brain stem 2- Histology of nerve fiber, nerve trunk and ganglia 3- Examination of Sensation and dermatomes **SGS** 1- Anatomy of Blood supply and meninges of spinal cord 2- Histology of nerve fiber, nerve trunk and ganglia 3- Nerve endings (receptors) 4- Physiology of Pain, Pain Control System
2nd	**Face to face** **Lectures** 1- Histology of brain stem1 2- Stretch Reflex 3- Anatomy of diencephalon and 3rd ventricle 4- Histology of brain stem2 5- Anatomy of limbic system & white matter1 6- Pyramidal and extrapyramidal tracts 7- Spinal cord lesion 8- Histology of cerebellum and cerebrum **Practical** 1- Anatomy of cerebellum 2- Histology of spinal cord & brain stem1 3- Tendon Jerk 4- Anatomy of Sulci and gyri 5- Anatomy of mandible and hyoid bone 6- Histology of brain stem2 7- Superficial reflex

	SGS 1- Anatomy of 4th ventricle 2- Ascending Tracts and sensation from head &neck 3- Reflex properties 4- Stretch Reflex
3rd	**Face to face** **Lectures** 1- Anatomy of white matter 2 2- Physiology of cerebellum and lesion 3- Histology of meninges and brain barriers 4- Anatomy of basal ganglia and lateral ventricle (CSF circulation) 5- Physiology of Basal Ganglia and lesion 6- Physiology of cerebral cortex 7- Blood supply of CNS 8- Anatomy of face & scalp **Practical** 1- Anatomy of white matter & diencephalon 2- Internal Capsule lesion-UMNL & LMNL 3- Physiology of cerebellum and lesion 4- Anatomy of skull: norma verticalis, frontalis, occipitalis 5- Anatomy of skull: norma lateralis, sphenopalatine fossa 6- Transverse section of cerebrum 7- Histology of cerebellum/cerebrum **SGS** 1- Physiology of cerebellum and lesion
4th	**Recorded lectures** 1- Muscles of mastication and mandibular nerve

2- Maxillary artery and nerve & sphenopalatine ganglion

Face to face

Lectures

1- Anatomy of dural folds, sinuses &Middle meningeal A.
2- Cranial nerves IX, X
3- Triangles of the neck
4- Physiology of speech
5- Memory
6- Histology of eye

Practical

1-Anatomy of skull: norma basalis externa
2-Anatomy of skull: norma basalis interna
3- Gaits and Tremors
4- Anatomy of cervical vertebrae &Anatomy of dural venous folds, sinuses
5- Sleep, EEG

SGS

1- Anatomy of face and scalp
2- Physiology of Basal Ganglia and lesion
3- Thalamus, Hypothalamus, Limbic & RF

TBL

Anatomy:

- Anatomy of the spinal cord
- The fourth ventricle
- The third ventricle

Physiology:

- Sensory disturbance

	• Spinal cord lesions
5th	**Face to face** **Lectures** 1- Nerves of the orbit 2- Physiology of cornea, lens, aqueous humour & IOP 3- Physiology of retina 4- Visual cortex& visual pathway 5- Anatomy of the ear 6- Histology of ear 7- Physiology of External ear, middle ear 8- Physiology of Inner ear, mechanism of hearing1 **Practical** 1- Orbit: extra-ocular muscles and lacrimal apparatus 2- Light, corneal, accommodation reflexes, visual acuity 3- Models and jars, sagittal section and base of brain, radiological anatomy 4- Anatomy of triangles of the neck, midline of neck &hyoid muscles 5- Histology of eye 6- Visual field, visual pathway lesions **SGS** 1- Cranial nerves XI, XII 2- Histology of eye 3- Color vision, binocular vision
6th	**Face to face** **Lectures** 1- Physiology of Inner ear, mechanism of hearing2

	2- Vestibular apparatus 3- Cervical fascia & lymphatic drainage of head and neck 4- Physiology of Smell and taste **Practical** 1- Head dissection: models, jars 2- Deafness & Hearing tests 3- Histology of ear 4- Examination of Smell and taste **SGS** 1- Blood supply of the orbit and ciliary ganglion 2- Vestibular apparatus 3- Physiology of Auditory cortex& pathway **Flipped** Anatomy of cranial nerves VII & VIII

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

3- Teaching and learning methods:

Methods	Advantages	Challenges
Lectures	coverage of a significant quantity of data	Inadequate student communication
Practical	Adequate instruction in the practical areas	The number of practical hours needs to be increased, and more specimens should be provided to improve student training
SGS	Effective communication with a small student group	Better-equipped halls with the necessary equipment are required
Flipped	Students putting their teamwork	None

	skills into practice	

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Biweekly online short quizzes for progress monitoring through formative assessment.
  - Google Forms as the formative assessment tool.

- **What went well?**
  - The use of Google Forms for formative assessments was effective.

- **What could be improved?**
  - Increase the number of formative assessments to better track student progress.

B. Summative assessment

What were the methods and tools?

➢ **During the module:**

- TBL
- Portfolio
- Assignment
- End module exam

➢ **Final module exam**

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it
If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

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

5- Examination committee:

Head: أ.د. شيرين العربى بدير
Members:

Role of external examiner:

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

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

List any inadequacies:

Data show
Screens
Internet connections

7- Administrative constraints

List any difficulties encountered:

8- Student evaluation of the module:

Done by (select the used method):

Surveys

List any criticism	Response of MMT
Inadequate teaching venues.	Continuous monitoring and maintenance of study venues will be implemented to ensure they are fit for purpose.
In histology practical sessions, students need to use microscopes and histological slides.	Starting next academic year, microscopes will be fully integrated into histology practical sessions.
Students experience a lack of motivation alongside stress.	The student guidance unit will place more focus on addressing students' psychological and emotional needs.

Faculty members and assistants' evaluation of the module:

Done by (select the used method):

Verbal communication

List any criticism	Response of MMT
Improve classroom quality, ensure regular maintenance, and fix recurring technical issues with computers and data projectors—staff sometimes had to use their own laptops for teaching.	Continuous monitoring and maintenance of study venues will be implemented to ensure they are fit for purpose.

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

11- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Microscopes will be fully integrated into histology practical sessions.	2025-2026	Module coordinators and teaching staff
The student guidance unit will place more focus on addressing students' psychological and emotional needs.	2025-2026	Academic advisors
Utilize larger and better-equipped teaching venues for healthier learning environment	2025-2026	Vice dean and curriculum committee

Name	Signature	Heads of the shared departments	Signature
د. ايمان سامي الشيخ مدرس هستولوجى		أ.د. عبير الهوارى	
أ.د.م. أمل سليمان سويلم السيد أستاذ مساعد تشريح		أ.د. أمل الشحات	
أ.د.م. سمر محمد رضا حامد أستاذ مساعد هيستولوجي		أ.د. عبير الهوارى	

	أ.د. أمل الشحات		د. ريهام طلعت الدمرداش إبراهيم مدرس تشريح
	أ.د. شيرين العربى بدير		داليا عاطف رشدي حميد د. مدرس فسيولوجي

Semester coordinator: أ.د. شيرين العربى بدير
signature

Date: 22/6/2025

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Professional Practice III: Basic Clinical Skills 2, Infection Control**
- Module Code: MED-203
- Year: **2024- 2025**
- Semester: **S3**
- Credit hours: **3 hours**
- Module contact hours: **40.2 hours**
- Module Coordinator: Dr**. Mona Hamed**
- Module Management Team:

Name	Department
Prof. Dr. Raghda Hafez	Microbiology Professor
Ass.Prof. Dr. Mona Hamed	Community Medicine Assistant Professor
Dr. Walid Attiah	Internal Medicine Lecturer
Dr. Ahmed Attiah	Internal Medicine Lecturer
Dr. Mohammed Tharwat Ahmed Abdel Fattah	General Surgery Lecturer
Dr. Amal Shawky	Microbiology Lecturer
Dr. Islam Mansy	Urology Lecturer

B- Statistical Information:

- No. of students attending the module:**1573,** Percent: **100%**
- No. of students completing the module: 1517, Percent: 96.4%
- Absent students: 56, Percent 3.56%
- Prohibited students: 0
- **Results:**
  - No. of Passed students: 1478, Percent: 97.43%
  - No. of Failed students: 39, Percent: 2.57 %
  - Absent students: 56

- **Grading of successful students:**
  - Excellent: No. : 846 Percent: 55.8%
  - Very Good: No.: 422 Percent: 27.8%
  - Good: No. : 166 Percent: 10.9%
  - Pass: No. : 44 Percent: 2.9%

- **Summer results:**
- No. of Passed Students: 53, Percent: 92.98%
- No. of failed students: 4, Percent: 5.4%
- Absent students: 17

- **Grading of successful students(summer):**
- Excellent: No.: 21 Percent: 39.6%
- Very Good: No.: 13 Percent: 24.5%
- Good: No.:0 Percent: 0%
- Pass: No.: 19 Percent: 35.8%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	• **Lecture** • **Face to face** • Antomy of thyroid and parathyroid glands • Biochemistry and molecular base of hormonal action • Thyroid hormone biothensis, thyroid function tests • Physiology of thyroid • Physiology of parathryroid

	• Histology of thyroid and parathyroid • Anatomy of suprarenal gland • Safety primicples in clinical settings • Histology of adrenal glands • Physiology of adrenal glands • **-<u>SGS</u>** • Anatomy of pituitary and pineal glands • Physiology of anterior pituitary • Feedback mechanisms and hypothalamus-hypophyseal axis • Histology of pituitary and pineal glands • **<u>Clinical sessions</u>** • Anatomy of different glands • Physiology of anterior pituitary • Physiology of posterior pituitary
2nd	• **Face to face** • **<u>Lectures</u>** • Physiology of pancreas • Glucose hemostasis, DM • Histology of endocrine portion of pancreas • Local hormones and adipose tissue as endocrine gland • Hormones affect lipid metabolism, fed and fast • Infection control strategies in healthcare provision • Regulation of body temperature • Anatomybof pelvic wall • Anatomy of male reproductive system • Histologt of testis • **<u>Clinical sessions</u>** • **Histology of adrenal gland** • **Physiology of thyroid** • **Physiology of parathyroid** • **Thyroid hormone biosynthesis, thyroid function test**

	• **Physiology of pancreas** • **Calcium hemostasis** • **Histology of thyroid and parathyroid** • **<u>SGS</u>** • Safety principles in clinical settings • Calcium hemostasis • Safety principles in laboratory settings
3rd	• • **Face to face** • **<u>Lectures</u>** • Physiology of male reproductive system • Anatomy of uterus and vagina • Histology of male ducts, glands and external genitalia • Factors affecting spermatogenesis, semen analysis • Hypothalamo-hypophyseal ovarian axis • Venipuncture • Histology of ovary • Histology of uterus and fallopian tubes, cervix, vagina and external genitalia • Female reproductive cycle • **<u>Clinical sessions</u>** • Histology of endocrine portion of pancreas • Anatomy of pelvic wall and sacrum • Anatomy of male reproductive system • Histology of male reproductive system • **Sgs** • Physiology of adrenal • Glucose hemostasis, DM • Hormones affect lipid metabolism, fed and fast • Infection control strategies in healthcare provision
4th	• **<u>Lectures</u>** • Anatomy of perineum/external genetalia • Ovarian cycle • Blood supply of pelvis • Physiology of puberty • Physiology of pregnancy • Histology of ovary

	• **Sgs** • Factors affecting spermatogenesis, semen analysis • Taking swabs for diagnostic purposes • Collecting blood samples • Anatomy of ovaries, fallopian tube and ligaments of the uterus • Uterine cycle • 1st week of pregnancy • 2nd week of pregnancy • 3rd week of pregnancy • **TBL** • **Clinical sessions** • Giving IV injections • Anatomy of female reproductive system • Signs of ovulation and anovulatory cycle • Adrenogential syndrome • Blood supply of pelvis/perineum
5th	• **Lectures** • Anatomy of umblical cord and placenta • Anatomy of yolk sac, amnion, allantois • Histology of placenta • Adminstering basic oxygen therapy • Development of git and repiratory anomalies • Development of genital system and anomalies • Physiology of basis of sex determination and differentiation • Breast milk and galactosemia • **Flipped** • Anatomy of mammary gland (breast) • **Sgs** • Folding • Placental function-fetoplacental unit • Developmentof urinary system and anomalies • **Clinical sessions** • Histology of ovary • Abnormalities of puberty/pregnancy test • Anatomy of fetal membranes

	• Using nebulizer for adminsteration of inhalation therapy
6th	• **<u>Lecture</u>** • Development of pharyngeal apparatus and anomalies • Cold and high altitude related illness • Development of heart • Physiology of lactation • ICU • Inborn errors of CHO metabolism • Development of central nervous system and anomalies • Physiological jaundice • **<u>Sgs</u>** • Histology of mammary gland • Physiological change of fetal circulation ar birth • Development of face and palate and anomalies • **<u>Clinical sessions</u>** • Physiology of labour • Anomalies of genital system • Histology of placenta • Histology of mammary gland • Inserting a cannula and venipuncture and collecting blood samples • Anomalies of the heart • Estimation of bilirubin • Physiological base of contraception • Anomalies of face and palate

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
	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups	- Deficient or malfunctioning technical equipments in some teaching rooms
2.	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
3.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues
4.	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
5.			

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

Some remarks:

1-The attendance rate for practical lessons was high, but there was some absenteeism in theoretical lectures

2- Students want to upload all recorded theoretical lectures once at the beginning of the module

3- Some students want more time to discuss and examine more cases of
thyroid disorders

What could be improved?

Recommendations:

- Uploading of all recorded lectures once at the beginning of the module
- Extend the module time for an extra one week to add more practical sessions and allow for foreign students to catchup the sessions
- Add a flexible time frame for online sessions, especially for surgery sessions
- Provide the table of places of sessions all at once at the beginning of the module
- Add self-paced and accredited continuing medical education sessions for the students to foster self-learning
- Encourage students to have online free accredited hours from accredited sites e,g, Medscape, BMJ, up-to-date
- Doing multiple quizzes for students to raise their interest and ensure attendance

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: 21/1/2025**
- End module examination in the form of quiz. 18 mcq
- Final examination:Written examination (18 MCQ)

- 22-23/1/25 Practical exam 9 mcq (OSPE)
- 22-23/1/25 Clinical exam 5 marks (OSCE)

- **Portfolio:**
  4 marks:

  2 marks for Incision Academy certificates
  2 marks for case scenarios

- **Assignment /2 weeks**
  zero marks, for reinforcement of learning

  - **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. Dr. Khaled Mohamed Saad.
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

<u>List any inadequacies:</u>

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

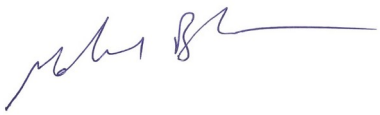
Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Provide adequate	**By the academic year**	**Faculty members and**

places to hold the mid module exam for all students at the same time	**2024-2025**	**assistants**
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2024-2025**	**Faculty members and assistants**

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

- None

Module coordinator:
Signature: Dr. Mona Hamed



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **principle of disease**
- Module Code: MED-206
- Year: 2024-2025
- Semester: S4
- Credit points: **12**
- Module contact hours: **168**
- Module Coordinator: Prof. Dr. Howayda Said Fouad Moawad

Name of Module management team	***Department***	***Task***	***Contact number***
م.م/منة الله أيمن محمد عبدالله	**Pathology**	***E-learning coordination***	*01020599565* ***maayman@medicine.zu.edu.eg***
د.م/ هويدا سعيد فؤاد. معوض	***Parasitology***	***Course documents coordination***	***01126576573*** ***hs.fouad@medicine.zu.edu.eg***
أ.د.م/ مني سعيد مصطفي محمد	**Pathology**	***Course Timetable & halls distribution preparation***	***01112390826*** ***MSMohammed@medicine.zu.edu.eg***
د/ مروه حسن عطيه محمد أ.د.م / هبه محمد قدرى أحمد شلبى د/ دعاء سامي فضالي محمود م.م/نرمين رمضان علي شعبان	***Microbiology*** ***Microbiology*** ***Pharmacology pharmacology***	***Students' attendance sheets preparation***	***01015830349*** ***MHAahmed@medicine.z u.edu.eg*** ***01025355110*** ***HMShalapy@medicine.zu.edu.eg*** ***01097651296*** ***DSEid@medicin.zu.ed u.eg*** ***01550913065*** ***nshaaban@medicine.zu.edu.eg***
د/ أسماء محمد محمود مصطفي	***Parasitology***	***Students' assessment coordination***	***01140046767*** ***Asmaa.darwish@medicine.zu.edu.eg***

B- Statistical Information

- No. of students attending the module: 1573 , Percent: 100%
- No. of students completing the module: 1573 , Percent: 100%
- No. of students attending exam: 1484 , Percent: 94.3 %
- **Results:**

No. of Passed students: 1328, Percent: 89.5 %
No. of Failed students: 156 , Percent: 10.5 %

- **Grading of successful students:**

Excellent: No: **503** , Percent: **33.8 %**
Very Good: No: **311** , Percent: **20.95%**
Good: NO: 316 , Percent: **21.3 %**

Acceptable: NO: 198 , Percent: 13.3 %

C- Professional Information

1- Module teaching

	Topics actually taught
1st	**Lectures** 1- PHARMA: Pharmacokinetics I,II (recorded) 2- PATHO: Cell injury and cell death I,II (recorded) 3- MICRO: Bacterial structure (recorded) 4- PP FAMILY MEDICINE (recorded) 5- COMMUNITY Introduction to health informatics (recorded) 1- PATHO: Cellular adaptation 2- PARA: Introduction 3- PHARMA: Pharmacodynamics 4- MICRO: Bacterial growth and metabolism 5- COMMUNITY Biomedical data 6- PHARMA: Cell wall synthesis 7- PATHO: Tissue deposits 8- PATHO: Inflammation and chemical mediators **Practical** 1- MICRO: Microscopic examination 2- MICRO: Culture media and bacterial cultivation 3- PP FAMILY MEDICINE **4-** PHARMA: Routes of drug administration & Drug dosage forms **SGS** 1- PHARMA: Pharmacokinetics I 2- PATHO: Cell injury and cell death 3- PHARMA: Pharmacokinetics II 4- PHARMA: Pharmacodynamics 5- PATHO: Inflammation and Chemical mediators
2nd	**Lectures** 1- PHARMA: Protein synthesis 2- PATHO: Types of inflammation 3- MICRO: Bacterial genetics 1h 4- PP FAMILY MEDICINE 5- PARA: Taenia solium & saginata- H. nana & diminuta 6- MICRO: Pathogenesis of bacterial diseases 7- PATHO: Granulomatous inflammation I 8- MICRO: Antimicrobial drug resistance

	9- PATHO: Granulomatous inflammation II 10- MICRO: General mycology **Practical** 1- PARA: Taenia solium & saginata 2- COMMUNITY Data presentation 3- PARA: H. nana & diminuta 4- MICRO: biochemical reactions and identification of bacteria **SGS** 1- MICRO: Genotypic variation in bacteria 2- PATHO: Granulomatous inflammation 1h 3- MICRO: Diagnostic molecular biology methods
3rd	**Lectures** 4- PATHO: Healing and Repair 1- PHARMA: Antifungal 2- MICRO: General properties of viruses 1h 3- PARA: Diphyllobothrium latum & Dipylidium Caninum 4- PHARMA: Antiviral 5- PHARMA: Autacoids 6- PATHO: Circulatory disturbances I 7- MICRO: Natural defences and Innate immunity 8- PHARMA: Sympathomimetics I **Practical** 1- COMMUNITY Data summerization 2- PARA: Dipylidium Caninum 3- PARA: Diphyllobothrium latum 4- PATHO: Granulomatous inflammation 5- MICRO: Antibiotic susceptibility test 6- MICRO: decontamination and disinfection 7- PATHO: Healing and Repair **SGS** 1- MICRO: viral replication 2- PHARMA: Autacoids
4th	**Lectures** 1- PHARMA: Sympathomimetics II 2- PARA: Sparganosis & Cysticercosis& C. cerbralis 3- PHARMA: Alpha blockers 4- PATHO: Circulatory disturbances II 5- COMMUNITY Hypothesis testing and confidence interval 6- PATHO: Disorders of growth, Benign tumors 7- PHARMA: Beta blockers

	8- PHARMA: Parasympathomimetics 9- PARA: Hydatid cyst 10- PHARMA: Parasympatholytic 1h **Practical** 1- MICRO: lab Diagnosis of fungus 2- PATHO: Circulatory disturbances 3- MICRO: Diagnosis of Viral Infection 4- PARA: Hydatid cyst **SGS** 1- PHARMA: Sympathomimetics 2- PATHO: Circulatory disturbance 3- PHARMA: Parasympathomimetics 4- MICRO: Antigen recognition
5th	**Lectures** 1- PATHO: Malignant tumors 2- MICRO: Adaptive and Cell-mediated immune response 3- MICRO: Humoral immune response 4- PATHO: Molecular basis of cancer 5- MICRO: Complement **Practical** 1- PHARMA: Demonstration of effect of drugs on Isolated rabbits' intestine 2- PATHO: Benign tumors 3- PHARMA: Effect of unknown drug on isolated rabbit's intestine 4- MICRO: Antigen-Antibody Reactions 5- PATHO: Malignant tumors 6- PHARMA: Demonstration of effect of drugs on isolated toad's heart **SGS** 1- PARA: Hydatid cysts 1h 2- MICRO: immunoglobulins 1h 3- PATHO: Molecular basis of cancer 4- PATHO: Malignant tumors
6th	**Lectures** **Practical** 1- PHARMA: Effect of unknown drug on isolated toad's heart 2- PHARMA: Determination of action of unknown drug applied locally on rabbit's Eye **SGS**

	1- MICRO: Antigen-Antibody Reactions

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

Reasons in detail for not teaching any topic: none

3- Teaching and learning methods:

Methods	**Advantages**	**Challenges**
Lectures	coverage of a significant quantity of data within adequate time	Inadequate student attendance
Practical	Interactive teaching methods and practical sessions	More specimens and teaching equipment like microscopes should be provided to improve student training
SGS	Effective communication with a small student group	Better-equipped halls with the necessary equipment are required
TBL & flipped	Students putting their teamwork skills into practice	None

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Biweekly online short quizzes for progress monitoring through formative assessment.
  - Google Forms as the formative assessment tool.
- **What went well?**
  - The use of Google Forms for formative assessments was effective.
- **What could be improved?**
  - Increase the number of formative assessments to better track student progress.

B. Summative assessment

What were the methods and tools?

- **During the module:**
  - TBL
  - Portfolio
  - Assignment
  - End module exam
- **Final module exam**

No change in the schedule of assessment tasks and/or assignments;
No change in the methods planned for student assessment
No unusual events or circumstances that might have affected the grade distribution.

5- Examination committee:

Head: أ.د/ مها صابر رضا بدوى

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

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

List any inadequacies:

Data show

Internet connections

7- Administrative constraints

List any difficulties encountered:

8- Student evaluation of the module:

Done by (select the used method): Google form

Total Participating Students: 635

Overall Positive Satisfaction: 73.0%

List any criticism	Response of MMT
Maintain reasonable teaching hours	**Modifying the coming schedule to balance theoretical and practical sessions**
In pathology practical sessions, students need to use microscopes and histological slides.	**Starting next academic year, microscopes will be fully integrated into histology practical sessions.**
Students experience a lack of motivation alongside stress.	**The student guidance unit will place more focus on addressing students' psychological and emotional needs.**

Faculty members and assistants' evaluation of the module:

Done by (select the used method): **Verbal communication**

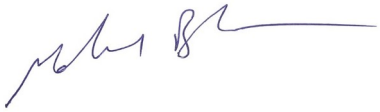
List any criticism	Response of MMT
Improve classroom quality, ensure regular maintenance, and fix recurring technical issues with computers and data projectors—staff sometimes had to use their own laptops for teaching.	Continuous monitoring and maintenance of study venues will be implemented to ensure they are fit for purpose.

9- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Microscopes will be fully integrated into pathology practical sessions.	2025-2026	Module coordinators and teaching staff
The student guidance unit will place more focus on addressing students' psychological and emotional needs.	2025-2026	Academic advisors
Utilize larger and better-equipped teaching venues for healthier learning environment	2025-2026	Vice dean and curriculum committee

Semester coordinator: أ.د/ مها صابر رضا بدوى
signature

Date: 15/10/2025



Faculty of Medicine,
Zagazig University
Bachelor of Medicine & Surgery

Module Report
Academic Year:2024-2025 Semester: S4

1. Basic Information

Module Title (according to the bylaw):	**Urinary system**
Module Code (according to the bylaw):	**MED-205**
Department/s that participated in the teaching:	**Biochemistry, Anatomy, Physiology & Histology**
Total number of credit points of the module:	**6**
Module Type:	**Compulsory**
The level to which the module was introduced:	**2nd academic year**
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty:	**Faculty of Medicine**
University:	**Zagazig University**
Name of Module Coordinator:	**Dr Basma Kenway**
Date of approval of the module report	15/10/2025

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
120	none	99	

Instructor Name	Department	Academic degree	Specialty
1. Dr Atif Gouda 2. Dr Osama Gaber 3. Dr Samy Hassan 4. Dr Somya Hassan	Biochemistry	Professor	Biochemistry

5. Dr Randa Hosieney 6. Dr Aml Saied 7. Dr Heba Pasha 8. Dr Haidy Essam 9. Dr Nourhan Sabbah 10. Dr Noha Rezk 11. Dr Hala Mosaad			
12. Dr Aml Fawzy 13. Dr Marwa Hassan 14. Dr Hanem Magdy 15. Dr Amira Saber 16. Dr Walaa Samy 17. Dr Aliaa Talaat 18. Dr Sara Fouad	**Biochemistry**	**Assistant Professor**	**Biochemistry**
19. Dr Eman Abd el Kader 20. Dr Basma Saied 21. Dr Doaa Mahmoud 22. Dr Walaa E l Saied 23. Dr Basma Ahmad 24. Dr Hend Sameh 25. Dr Asmaa Atif 26. Dr Eman Ahmad 27. Dr Mai Mahmoud 28. Dr Ansam Mokbel 29. Dr Salma Ahmed 30. Dr Hoda Kamal	**Biochemistry**	**Lecturer**	**Biochemistry**
31. Dr Asmaa Attia 32. Dr Asmaa Diaa 33. Dr Dina Salah 34. Dr Asmaa Ali 35. Dr Noura Yousef 36. Dr Nehal Taha	**Biochemistry**	**Assistant lecturer**	**Biochemistry**
37. Dr Nouran Ezz 38. Dr Reem Saied 39. Dr Eman Kamel 40. Dr Youmna Salah 41. Dr Nada Atif 42. Dr Nermin Abdel Hamid 43. Dr Asmaa Abdel Hai 44. Dr Aya Abdel Hamid 45. Dr Rana Wael 46. Dr Manar Mohammad 47. Dr Rawda Omar 48. Dr Henar Mohammad	**Biochemistry**	**Demonstrator**	**Biochemistry**
1. Amira Ebrahim Mohamad Alsemeh 2. Dalia Mandour 3. Hanan Lotfy	**Anatomy**	**Professor**	**Anatomy**

4. Heba Osama Mohammed 5. Samaa salah Abd El Fatah			
6. Dalia Ibrahim Elwafaey 7. Doaa Mohammed Youssef Abd Elhamid 8. Eman Mohammed Ahmed Abdelghany 9. Eman Ramadan Abd El Fattah 10. Emtethal Mamdouh Mohammad Hamed El-Bestawy 11. Enssaf Ahmad Abd Al-Hameed Ibrahim 12. Ghada Mahmoud Mohammed Ebrahim 13. Ibrahim Hassan Ibrahim 14. Mohammed Ahmed Sabry Elnabtiti 15. Mohammed Ahmed Shehata Amin 16. Nadia Alabassery 17. Nancy Husseiny Hassan Hussein 18. Naser Ahmed Mahmoud Elsawy 19. Nihal Ahmed Bahaa Al Din 20. Ola Ali Abdelwahab Mostafa 21. Rania Hassan Mohamed Soliman 22. Rania Said Moawad Ali 23. Rasha Mohammad Sabry Hussein 24. Reham Helmy Abdel-Kareem Ali 25. Walaa Abdel-haliem Rashad Abdel-haliem	**Anatomy**	**Assistant Professor**	**Anatomy**
26. Alaa Fawzy Abdelaal Ahmed 27. Amira Fawzy Abdelaal Ahmed 28. Asmaa Mahde Kamel Mahde 29. Eman Borai Mohamed Hassan 30. Mahmoud Ramadan Abd elhamid 31. Marwa Mohamed Mahmoud Abdelfattah 32. Marwa Sabry Abdelaal Mogahed 33. Nada Mohamed Mohamed Soliman 34. Noura Mohammed Kenway 35. Rasha Ahmed Ahmed Agaga 36. Reham Talaat Eldemerdash Ibrahim 37. Saly Samir Monir lotfalla 38. Samar Mortada Mahmoud	**Anatomy**	**Lecturer**	**Anatomy**
39. Eman Mohamed Kamal EL-Din EL Sherbiny 40. Gehad Ahmed Mohamed 41. Ghada Mahmoud Mohammed Ebrahim 42. Nada Mohammed Abdel Aziz 43. Nahed Mohamed Mostafa 44. Nehal Mohammed Mohammed Omar. 45. Wafaa Mostafa Ahmed Hassan	**Anatomy**	**Assistant Lecturer**	**Anatomy**

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46. Amira Mahmoud Adly Abdelmoaty 47. Areej Hesham Mohamed AbdelMoteleb 48. Asmaa Tayseer Mohamed 49. Aya Ahmed Abdelmonem Swidan 50. Aya Ayman Abdelhamid 51. Dina Ahmed Mohamed Kandel 52. Esraa Ahmed Abdelmoniem Mohamed 53. Esraa Nagy Abdelhameed Ibrahim 54. Esraa Refaat Abd ElAziz 55. Fayrouz Salah Mohamed Ibrahim 56. Hanan Saeed ElSayed Mohamed 57. Lamiaa Shaban Saba Ahmed 58. Mariam Atef Louis Eskander 59. Mariz Emel Boles Yawakem 60. Mennatallah Ahmed Abdelfattah Ahmed 61. Nermeen mohamed ibrahim 62. Nesma Abdelhamid Abdelbakey Younis 63. Neveen Abdelwahab Mosilhy Mousa 64. Noher Mahdy Fathy Mahdy	**Anatomy**	**Demonstrator**	**Anatomy**
1. Abeer mohamed azmy Zaki 2. Samah Mohamed Ahmed 3. -Zeinab Mansour mohamed el-azouny 4. Abeer Abd-elazeem Mahmoud Abdo 5. Asmaa Othman Selim	**Histology**	**Professor**	**Histology**
6. Nadia Mohsen Elakabawy 7. sara Mohamed Mahmoud Abdelaal 8. Karima Fawzy AbdelFadeel Ibrahim 9. Heba Mohamed Abdel -Aziz Eraque 10. Nahla Elsayed Ibrahem Basiony 11. Ghada Abdelaziz Elsayed Mohamed 12. Hanna Said El-sayed Moussa 13. Eman Mohamed Mahmoud Askar	**Histology**	**Assistant professor**	**Histology**
14. Salma Sami Ali Shalabi 15. Manar Mohamed Ali Abdullah 16. Amira Mohammed Saber Abdel megid 17. Samar Hassan adbelhameed Salama 18. Eman Samy Abd Elkreem Elsheikh 19. Bassant tharwat abdelbaki ahmed 20. Sara Ali El-sayed Kandeel 21. Samar ramzy mohamed eid 22. Samaa Mohamed Hassan Ibrahim 23. Alyaa Ahmed Abd El_sattar Abd El _ sadeq 24. Enas Gamal abdallah abdelfatah 25. Samar Abdelaziz Mostafa Yousef	**Histology**	**Lecturer**	**Histology**
26. Marian Salama Youssef Salama 27. Mariam Ahmed Ali Abd Elmaksoud 28. Samar Mahmoud Osama Lutfy Elwakeel 29. Fatma Mousa Elhuseiny Mousa Haidy Gerges Salama Abdel Malek	**Histology**	**Assistant lecturer**	**Histology**
30. Sara Wael Mohamed Mahmoud Elshimy	**Histology**	**Demonstrator**	**Histology**

31. Esraa Mohammed abdellatif elazazy 32. Sara Mohammed abdellatif elazazy 33. Amira Hasan Mostafa Shawky 34. Sanaa Abdelsalam Mohammed Faisal 35. Omnia Mansour Mohamed Abdelsalam 36. Susanna Nabil Kamal Mesiha 37. Alshaimaa Mohamed Ahmed Awdallah 38. Khlood Mostafa Ezzat ibrahim 39. Aya Ebrahim Abdelfattah Mohamed 40. Gehad Magdy Mohamed Abdelaziz			
1. Prof/ Azza Megahed 2. Prof/Dalia Abdel Alim 3. Prof/ Mai Hassan 4. Prof/ Khaled Abdelfattah AbolFadle 5. Prof/Doaa Attia 6. Prof/Sama Salah 7. Prof/Marwa Habib 8. Prof/Reham El-Azouny 9. Prof/Ebtesam Mohamed Ibrahim Al-Negaihy	**Physiology**	**Professor**	**Physiology**
10. Abeer Saied 11. Nanees El-Malky 12. Radwa Mahmoud 13. Eman Reda 14. Wesam Reda Ashour 15. Sherein Fathy 16. Shaimaa Hadhood 17. Reham Maher	**Physiology**	**Assistant professor**	**Physiology**
18. Hadeel Al-Sherbini 19. Eman Abdel Raouf 20. Amira Mokhtar Gobran 21. Hoda Gala 22. Dalia Atef 23. Lamiaa Goda 24. Heba Salah 25. Nehal Hendi 26. Hend 27. Mona tarek	**Physiology**	**Lecturer**	**Physiology**
28. Enas Al-Desouky 29. Omnia Al-Kazzaz 30. Shaimaa Ali Abou Zied 31. Shaimaa Yahia 32. Nada Alaa 33. Fatma Nabil 34. Heba Essam 35. Yasmeen Akmal 36. Mariam Nasr 37. Aya Al-Sheikh 38. Faten Fawzy 39. Amal Ibrahim Khalil	**Physiology**	**Assistant lecturer**	**Physiology**

40. Esraa Khali 41. Kholoud Hassan			
42. Fatma Abdo 43. Doha Khalil Ali 44. Mai Ahmed El hady 45. Asmaa Goda 46. Sara Tarek 47. Sara Ragab 48. Asmaa Abdel Monem 49. Nada Abdel Maksoud Al Shazly 50. Saneyya Shafik Galal 51. Sara Ahmed Ibrahim El Desouky 52. Afnan Nazmy Atwa 53. Nourhan Hosni Abdel Fattah 54. Eman Mamdouh 55. Esraa Ragab 56. Nada Abdel Mageed 57. Aya Al Mokaddem	**Physiology**	**Demonstrator**	**Physiology**

Notes:

The specialization of the teaching staff and teaching assistants was well aligned with the course content. The student to staff ratio was approximately **7: 1** reflecting a favorable academic environment that facilitates effective teaching and student engagement Students were divided into Groups A, B, and C; each group subdivided into 10 subgroups to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. Practical revision sessions were conducted to support students' preparation for the practical examinations and to reinforce their laboratory and hands-on skills.

Teaching and Learning

Number of weeks of actual study	Total number of theoretical teaching hours (Lectures/.....)	Total number of training hours (practical/clinical/...)	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
4	**42**	**42**	**------**	**51**	-------

Week #	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
1st week	**Anatomy of kidney Anatomy of the ureters & urinary bladder Anatomy of the female and male urethra,**	45	2	1	1
1st	**General structural**		2	1	1

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Week #	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
week	organization of kidney & histology of nephron				
1st week	Histology of collecting tubules and microcirculation of kidney		1	0	1
1st week	Anatomy of Posterior abdominal wall & lumbar plexus		2	0	2
1st week	Anatomy of lumbar vertebra		0	2	2
1st week	Comparison between PCT and DCT and structure of JGA.			2	2
1st week	Clarify nephron dynamics and renal blood flow		2	2	2
1st week	Glomerular filtration rate		2	2	1
1st week	Ultrastructure of nephron and collecting tubules			2	1
1st week	Role of kidney in metabolism & Nucleotide Metabolism		2	1	1
1st week	Function of juxtaglomerular apparatus.		2	2	1
2nd week	Development of kidney	45	2	0	1
2nd week	Anatomy of ureters & urinary bladder		1	2	2
2nd week	Renal Clearance		0	2	2
2nd week	Renal handling of sodium and chloride		2	0	2
2nd week	Development of urinary bladder and urethra		2	0	1
2nd week	Histology of ureters & urinary bladder		1	2	2
2nd week	Renal handling of potassium, calcium and phosphorus		2	0	2
2nd week	Radiological anatomy of urinary system & Sagittal sections in pelvis.		0	2	1
2nd	Anatomy of female and		2	2	1

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Week #	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
week	male urethra				
2nd week	Histology of urethra and differences between the female and the male urethra		2	0	1
2nd week	Kidney function tests & Acid base balance		0	2	
2nd week	Electrolyte report		0	1	
2nd week	Renal handling of glucose, Amino acids		1	2	2
3rd week	Renal handling of water and control of ECF volume	45	2	0	2
3rd week	Amino acid metabolism & inborn errors		2	2	2
3rd week	Renal handling of hydrogen and bicarbonate		1	1	2
3rd week	Bladder filling and micturition		2	1	1
3rd week	Minerals metabolism		2	0	2
3rd week	Examination of urine & urine report		0	2	2
3rd week	Body defence mechanisms against PH changes		2	0	2
3rd week	Renal medullary hyperosmolarity and urea cycle		2	0	1
3rd week	Non-protein nitrogenous compounds		1	0	1

Notes:

The teaching staff carefully delivered the course contents to ensure proper alignment between the theoretical and practical content and the allocated number of teaching weeks. Consequently, all topics specified in the course specification were successfully covered within the scheduled timeframe. Furthermore, all teaching and learning strategies outlined in the course specification, particularly active learning approaches, were effectively implemented to enhance students' learning experience and support the achievement of the intended learning outcomes. This contributed to improving students' academic performance and overall educational development

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Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	**14\4\2025**	**18**	**36 Single Best Answer (SBA)**	**US 4.1.1:** Describe the anatomy of the kidneys, ureters, urinary bladder, and urethra. **US 4.1.2:** Describe the anatomy of the posterior abdominal wall, including its muscles, fascia, nerves, and lumbar vertebrae. **US 4.1.4:** Describe the histological structure of the nephron and collecting system using light and electron microscopy. **US 4.1.5:** Describe the histological structure of the ureter and urinary bladder, including the structural adaptations of the urothelium (transitional epithelium). **US 4.1.6:** Describe the histological structure of the male and female urethra, including their epithelial lining. **US 4.2.1:** Explain the physiological mechanisms of glomerular filtration, tubular reabsorption, and tubular secretion and renal handling of vital substances.
Final Written	**6/24/2025**	**36**	**- Structured Essay Questions (SEQs)** **- Single Best Answer (SBA)**	US 1.8.1: Apply anatomical and embryological knowledge of the renal and urinary systems in common clinical scenarios. US 1.8.2: Apply physiological knowledge of renal function and body fluid homeostasis in common clinical scenarios. US 1.8.3: Apply biochemical knowledge of renal metabolism and electrolyte balance in common clinical scenarios. US 1.8.4: Apply histological knowledge of the urinary system in common clinical scenarios. US 4.1.1: Describe the anatomy of the kidneys, ureters, urinary bladder, and urethra. **US 4.1.2:** Describe the anatomy of the posterior abdominal wall, including its muscles, fascia, nerves, and lumbar vertebrae. **US 4.1.3:** Describe the embryological development of the kidneys and lower urinary tract. **US 4.1.4:** Describe the histological structure of the nephron and collecting system using light and electron microscopy. **US 4.1.5:** Describe the histological structure of the ureter and urinary bladder, including the structural adaptations of the urothelium (transitional epithelium). **US 4.1.6:** Describe the histological structure of the male and female urethra, including their epithelial lining. **US 4.2.1**: Explain the physiological mechanisms of glomerular filtration, tubular reabsorption, and tubular secretion and renal handling of vital substances.

				US 4.2.2: Explain the physiological mechanisms regulating acid–base balance, extracellular fluid volume, & osmolality. **US 4.2.3**: Explain the physiological functions of the kidneys in urine formation and micturition. **US 4.2.4:** Explain the metabolic functions of the kidney, nucleotide metabolism, and the clinical significance of non-protein nitrogenous compounds
OSPE	**6/26/2025**	**27**	**Station**	**US 4.8.**1: Identify the anatomical features of the kidr ureters, urinary bladder, urethra, posterior abdominal and lumber vertebrae on anatomical specimens. **US 4.8.2:** Identify the normal anatomical features of urinary system on radiological images. **US 4.8.3:** Identify the microscopic features of the nep and urinary tract using histological slides and elec micrographs. **US 4.8.4:** Identify the concept of clearance and applications. **US 4.8.5:** Explain the physiological role of the kidney preservation of glucose and amino acids in the body. **US 4.8.6**: Calculate anion gap **US 4.8.7**: Identify the type of acid-base imbalance. **US 4.8.8**: Identify some micturition abnormalities. **US 4.8.9:** Interpret renal function test results. **US 4.8.10**: Interpret inborn error in amino acid metaboli **US 4.8.11**: Interpret the results of a compreher urinalysis report.
				US 4.2.1: Explain the physiological mechanisms glomerular filtration, tubular reabsorption, and tub secretion and renal handling of vital substances
Assignment	**12\4\2025**	**4**	**- Drawing** **- Structured Essay Questions (SEQs)**	**US 4.2.1**: Explain the physiological mechanisms of glomerular filtration, tubular reabsorption, and tubular secretion and renal handling of vital substances
Formative assessment	Click or tap to enter a date.			**US 4.1.1:** Describe the anatomy of the kidneys, ureters, urinary bladder, and urethra. **US 4.1.2:** Describe the anatomy of the posterior abdominal wall, including its muscles, fascia, nerves, and lumbar vertebrae. **US 4.1.4:** Describe the histological structure of the nephron and collecting system using light and electron microscopy. **US 4.2.1**: Explain the physiological mechanisms of glomerular filtration, tubular reabsorption, and tubular secretion and renal handling of vital substances. **US 4.2.4:** Explain the metabolic functions of the kidney, nucleotide metabolism, and the clinical significance of non-protein nitrogenous compounds . **US 4.2.5**: Explain the metabolism of amino acids and minerals, including the biochemical basis of inborn errors of metabolism and mineral deficiency disorders.
TBL	**8\4\2025**	**3**	**Individual Readiness**	**US 4.2.5**: Explain the metabolism of amino acids and minerals, including the biochemical basis of inborn

			Assurance Test (iRAT) 5 SBA Questions Team Application Scenario-Based 5 SBA Questions (TRAT)	errors of metabolism and mineral deficiency disorders. **US 4.2.5**: Explain the metabolism of amino acids and minerals, including the biochemical basis of inborn errors of metabolism and mineral deficiency disorders.
Portfolio	Click or tap to enter a date.	**2**	**Documentation of required learning activities and achievements according to the approved portfolio rubric**	

*** The methods mentioned are examples the institution may add and delete depending on the nature of the course**

- The assessment process was conducted in accordance with the Credit Point Bylaw (2023) and the Faculty of Medicine assessment policies.

A variety of assessment methods were used, including quizzes, final written examinations, OSPE, assignments, formative assessments, Team-Based Learning (TBL) activities, and portfolio assessment to evaluate students' achievement of the module learning outcomes.

Student Assessment Results						
Number of students (who started the module):	**1573**					
Number of students (who completed the module/ sat for the exam):	**1505**					
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**68**					
Total number of students who passed the exams successfully:	**1440**					
Percentage of success (out of the total number of students who sat for the final exam)	**95.61%**					
Grade Distribution						
Grade	مقبول	جيد	جيد جدا	ممتاز	راسب	F-
Number of students	92	282	361	704	66	
Percentage	6,11%	18,7%	23,9%	46.7%	4.39%	
Total number of students who failed the exams:	**66**					
Percentage of failure (for the total number of students who took the final exam)	**4.39%**					

Commenting on student results,

Most students successfully passed the module and achieved the required learning outcomes. However, some students did not meet the passing requirements for different reasons, including disciplinary actions related to cheating cases, exceeding the allowed absence limit, or failure to achieve the minimum passing score in the final examination. Irregular attendance and

limited engagement in learning activities may also have affected the performance of some students

3. Student Feedback

Item	Comment
Means of Evaluation:	Student Satisfaction Questionnaire.
Timing of Evaluation:	Student Satisfaction Questionnaire At the end of the semester
Number of students who participated in the course evaluation	539
Percentage of participants to the total number	34.2%
Important points of satisfaction	1. Students appreciated the organization of the Renal Module and the clarity of teaching objectives. 2. The learning environment and communication with staff were generally perceived positively.
Important points of dissatisfaction	1. Enhance assessment feedback and communication with students. 2. Expand online educational resources and blended learning approaches.

Module development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Responsible	Notes
1.	Strengthen practical teaching activities and hands-on training	Increase use of anatomical models, microscopes, histological slides, and structured practical sessions	Add structured practical sessions within the timetable	Head of Department, Teaching Staff	Requires the availability of resources and coordination

2.	Expand interactive teaching and case-based learning	Increase use of TBL, clinical case discussions, and active learning strategies	Integrate interactive activities into the weekly teaching plan	Teaching Staff	Already partially implemented, to be strengthened
3.	Improve the clarity and quality of images used in practical assessments and strengthen the direct assessment of students' practical skills through appropriate practical assessment methods.	High-quality, clear, and high-resolution images will be used in practical assessments, with increased opportunities for direct observation and assessment of students' practical skills.	Update the practical assessment materials and ensure that images are clearly displayed and easily identified	Course coordinator Teaching staff and assessment committee	

Name and Signature Module Coordinator	Name and Signature Head of the department council



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Systemic & Therapeutic I**
- Module Code: MED-207
- Year: 2024-2025
- Semester: S4
- Credit points: **10.3**
- Module contact hours: 147
- Module Coordinator: Prof. D Enass Fouad

Name of Module management team	***Department***	***Task***	***Contact number***
د. منار مصطفى السيد	**Pathology**	***E-learning coordination***	*01222983144*
د. ايناس أحمد فؤاد	**Pathology**	***Course documents coordination***	*01155281820*
د اميرة محمد عبدالحميد	**Pharmacology**	***Course Timetable & halls distribution preparation***	*01017280852*
د. ترتيل يوسف د. ندى حسين د. منة هشام فكري	**Pharmacology** **Pharmacology** **Pathology**	***Students' attendance sheets preparation***	01274506347 01050752004 01220707126
د. أسماء عبداللطيف	**Pathology**	***Students' assessment coordination***	*01004156099*

B- Statistical Information

No. of students attending the module: 1573, Percent: 100 %

- No. of students completing the module: 1510, Percent: 95.99 %
- No. of students attending exam: 1510, Percent: 95.99 %
- **Results:**

No. of Passed students: 1260, Percent: **83.44** %
No. of Failed students: 250, Percent: **16.55 %**

- **Grading of successful students:**

Excellent: No: **494** , Percent: **32.7 %**
Very Good: No: 251, Percent: **16.6 %**
Good: NO:265, Percent: **17.6 %**
Acceptable: NO: 250, Percent: **16.55 %**

C- Professional Information

1- Module teaching

	Topics actually taught
1st	**Lectures** 1- Endocarditis, pericarditis, myocarditis & heart failure 2- Rheumatic heart diseases 3- Heart failure therapeutics 4- Hypertensive heart diseases (recorded) 5- Hypertension therapeutics (recorded) 6- Ischemic heart diseases 7- Arrhythmia therapeutics **Practical** 1- Hypertensive heart diseases **2-** Hypertension therapeutics **3-** Endocarditis, pericarditis, myocarditis & heart failure **4-** P value and tests of significance 1 **SGS** 1- Rheumatic heart diseases 2- Heart failure therapeutics 3- Hypertensive heart diseases 4- Hypertension therapeutics 5- Development of the kidney 6- Juxtaglomerular apparatus
2nd	**Lectures** 1- Angina therapeutics 2- Hyperlipidemia therapeutics 3- Pathology of lymphadenitis 4- Lymphoma 5- Pathology of splenomegaly 6- Anti HIV 7- Anti anaemic 8- Anti coagulant 9- Anti platelet **Practical** 1- Tests of significance 2- Angina therapeutics 3- Lymphoma **SGS** 1- Anti anaemic 2- Pathology of upper respiratory tract 3- Anti coagulant 4- Restrictive lung diseases
3rd	**Lectures** 1- Fibrinolytics 2- Chronic obstructive pulmonary diseases 3- Bronchila asthma therapeutics

	4- Pathology of pulmonary infection 5- Tumors of lung and pleura 6- Anti malaria 7- Respiratory tract infection therapeutics 8- Cough therapeutics **Practical** 1- Pathology of pulmonary infection 2- Chronic obstructive pulmonary diseases 3- Anti coagulant 4- Correlation and regression 5- Tumors of lung and pleura **SGS** 1- Bronchial asthma therapeutics 2- Diseases of oral cavity 3- Respiratory tract infection therapeutics
4th	**Lectures** 1- Diseases of esophageus and stomach 2- Diseases of intestine 1 3- Peptic ulcer therapeutics 4- Diseases of intestine 2 5- Diseases of liver 1 6- Prokinetics and anti emitics 7- Diseases of liver 2 8- Conistipation & diahrhea therapeutics **Practical** **1-** Diseases of esophageus and stomach 2- Anti helmenthic anti ameobic 3- Bronchila asthma therapeutics 4- Diseases of liver **SGS** 1- Peptic ulcer therapeutics 2- Gall bladder and pancreas disorders 3- Diseases of liver 4- Prokinetics and anti emitics 5- Conistipation & diahrhea therapeutics
5th	**Lectures** 1- IBD & IBS therapeutics 2- Glomerulonephritis 1 3- Glomerulonephritis 2 4- Tubulo-interstitial renal diseases 5- Neoplastic lesions of the urinary system 6- Diuritic drugs **Practical** 1- Peptic ulcer therapeutics 2- Tubulo-interstitial renal diseases

	3- Neoplastic lesions of the urinary system **SGS** 1- Glomerulonephritis 2- Diuritic drugs 3- Hepatitis therapeutics

2- **Topics taught as a percentage of content specified: 100%**
Reasons in detail for not teaching any topic: none

3- Teaching and learning methods:

Methods	**Advantages**	**Challenges**
Lectures	coverage of a significant quantity of data	Inadequate student attendance
Practical	Adequate instruction in the practical areas	More specimens should be provided to improve student training
SGS	Effective communication with a small student group	Better-equipped halls with the necessary equipment are required
TBL	Students putting their teamwork skills into practice	None

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Biweekly online short quizzes for progress monitoring through formative assessment.
  - Google Forms as the formative assessment tool.
- **What went well?**
  - The use of Google Forms for formative assessments was effective.
- **What could be improved?**
  - Increase the number of formative assessments to better track student progress.

B. Summative assessment

What were the methods and tools?

- **During the module:**
  - TBL
  - Portfolio
  - Assignment
  - End module exam
- **Final module exam**

No change in the schedule of assessment tasks and/or assignments;
No change in the methods planned for student assessment

No unusual events or circumstances that might have affected the grade distribution.

5- Examination committee:

Head: د. ايمان الطاهر

Members:

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

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

List any inadequacies:

Data show

Internet connections

7- Administrative constraints

List any difficulties encountered:

8- Student evaluation of the module:

Done by (select the used method): Google form

List any criticism	Response of MMT
Increase time for practical sessions and modify teaching hours	**Modifying the coming schedule to provide more practical based learning**
In pathology practical sessions, students need to use microscopes and histological slides.	**Starting next academic year, microscopes will be fully integrated into pathology practical sessions.**
Strengthen communication and feedback between faculty and students.	**The student guidance unit will place more focus on addressing students' psychological and emotional needs.**

Faculty members and assistants' evaluation of the module:

Done by (select the used method): **Verbal communication**

List any criticism	Response of MMT
Improve classroom quality, ensure regular maintenance, and fix recurring technical issues with computers and data projectors—staff sometimes had to use their own laptops for teaching.	Continuous monitoring and maintenance of study venues will be implemented to ensure they are fit for purpose.

9- Comments from external evaluator(s):

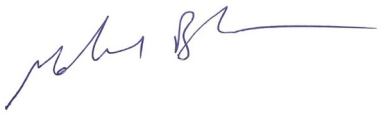
Comments	Response of MM team

10- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Microscopes will be fully integrated into pathology practical sessions.	2025-2026	Module coordinators and teaching staff
The student guidance unit will place more focus on addressing students' psychological and emotional needs.	2025-2026	Academic advisors
Utilize larger and better-equipped teaching venues for healthier learning environment	2025-2026	Vice dean and curriculum committee

Semester coordinator:
signature

Date: 15/10/2025



Module Report

Academic Year:2025/2024 Semester: …S4…

1. Basic Information

Module Title (according to the bylaw):	Professional Practice IV (S4)
Module Code (according to the bylaw):	BMS PP2-4
Department/s that participated in the teaching:	Family medicine, Community) (medicine
Total number of credit hours/points of the course:	(CP 1.5)
Module Type:	Compulsory
The level to which the course was introduced:	2nd academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	Dr/ Nesma Abd Allah Mahmoud, D. Samar Ahmed Abd El Salam
Date of approval of the course report	7-9-2025

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
Family Medicine (7)	------	Family Medicine (12)	------

Instructor Name	Department	Academic degree	Specialty
Amany Mohammed Abdella	Family Medicine	Assistant Professor	Family Medicine
Rasha Mohammed Bahaa	Family Medicine	Assistant Professor	Family Medicine
Noha Osthman Freer	Family Medicine	Assistant Professor	Family Medicine
Samar Ahmed Abd El Salam	Family Medicine	Lecturer	Family Medicine
Esraa Ibrahim Hassn	Family Medicine	Lecturer	Family Medicine
Aya Ahmed Alsyed	Family Medicine	Lecturer	Family Medicine
Manar Mamdoh Mahmod	Family Medicine	Lecturer	Family Medicine
Nancy Welium Beshry	Family Medicine	Assistant Lecturer	Family Medicine
Aya Mohammed Kamal	Family Medicine	Assistant Lecturer	Family Medicine

Shimaa Mohammed Mohammed	Family Medicine	Assistant Lecturer	Family Medicine
Alaa Abdelrazeq Ibrahim	Family Medicine	Assistant Lecturer	Family Medicine
Mohammed Nagah Abdelhafez	Family Medicine	Demonstrator	Family Medicine
Zinab Mohammed Amr	Family Medicine	Demonstrator	Family Medicine
Gehad Atia Fahmy	Family Medicine	Demonstrator	Family Medicine
Mona Mohsen Salah	Family Medicine	Demonstrator	Family Medicine
Gehan Abdellla Abdo	Family Medicine	Demonstrator	Family Medicine
Azza Mohammed Alsyed	Family Medicine	Demonstrator	Family Medicine
Sara Abdo Ibrahim	Family Medicine	Demonstrator	Family Medicine
Alaa Magdy Ali	Family Medicine	Demonstrator	Family Medicine
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
Public Health and Community Medicine (25)	------	Public Health and Community Medicine (24)	------
Instructor Name	Department	Academic degree	Specialty
Ghada Mahmoud Khalil	Public Health and Community Medicine	Professor	Public Health
Amani Shawki Ahmed	Public Health and Community Medicine	Professor	Occupational and Industrial Medicine
Marwa Biomy Awadallah	Public Health and Community Medicine	Professor	Public Health
Samah Samir Shata	Public Health and Community Medicine	Professor	Occupational and Industrial Medicine
Ghada Mohamed Salem	Public Health and Community Medicine	Professor	Public Health
Noha Mohamed Abdelsalam	Public Health and Community Medicine	Professor	Public Health
Amira Elsayed Abdelsalam	Public Health and Community Medicine	Professor	Public Health
Dalia Abdalla Mohamed	Public Health and Community Medicine	Professor	Occupational and Industrial Medicine
Amal Elwan Mohamed	Public Health and Community Medicine	Assistant Professor	Public Health
Hanaa Aboelazaim Ibrahim	Public Health and Community Medicine	Assistant Professor	Public Health
Hala Ahmed Magdy	Public Health and Community Medicine	Assistant Professor	Public Health
Lamiaa Lofty Abdelaziz	Public Health and Community Medicine	Assistant Professor	Public Health
Dina Sameh Mohamed	Public Health and Community Medicine	Assistant Professor	Occupational and Industrial Medicine
Afaf Mohmoud Mohamed	Public Health and Community Medicine	Assistant Professor	Public Health
Mona Mohamed Aboelkhier	Public Health and Community Medicine	Assistant Professor	Occupational and Industrial Medicine
Raghda Ali Abdelkhalek	Public Health and Community Medicine	Assistant Professor	Occupational and Industrial Medicine
Nesma Abdallah Mahmoud	Public Health and Community Medicine	Assistant Professor	Public Health
Hebatalla Magdy Fawzy	Public Health and Community Medicine	Lecturer	Public Health

Enjy Ahmed Esmat	**Public Health and Community Medicine**	**Lecturer**	**Occupational and Industrial Medicine**
Lamiaa Elsayed Nasr	**Public Health and Community Medicine**	**Lecturer**	**Public Health**
Asmaa Abdallah Hussin	**Public Health and Community Medicine**	**Lecturer**	**Public Health**
Mona Fathy Ali	**Public Health and Community Medicine**	**Lecturer**	**Occupational and Industrial Medicine**
Doaa Habib Mohamed	**Public Health and Community Medicine**	**Lecturer**	**Public Health**
Dina Abdelwahab Fikry	**Public Health and Community Medicine**	**Lecturer**	**Occupational and Industrial Medicine**
Aya Mohamed Fathy	**Public Health and Community Medicine**	**Lecturer**	**Occupational and Industrial Medicine**
Doaa Mohamady Mohamed	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Nada Hesham Elawady	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Noha Hesham Elawady	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Amira Shawally Mohamed	**Public Health and Community Medicine**	**Assistant Lecturer**	**Occupational and Industrial Medicine**
Yassmin Essam Ahmed	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Soad Abdelazim Hassan	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Samah Ahmed Elayman Abdelaal	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Dina Gaber Zaki	**Public Health and Community Medicine**	**Assistant Lecturer**	**Occupational and Industrial Medicine**
Donia Attia Sadoun	**Public Health and Community Medicine**	**Assistant Lecturer**	**Public Health**
Noura Rashad Ahmed	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Iman Tahseen Elsayed	**Public Health and Community Medicine**	**Demonstrator**	**Occupational and Industrial Medicine**
Eman Samy Hamed	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Gehad Fawzy Mohamed	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Israa Abdelsalam Ibrahim	**Public Health and Community Medicine**	**Demonstrator**	**Occupational and Industrial Medicine**
Aya Attia Desoky	**Public Health and Community Medicine**	**Demonstrator**	**Occupational and Industrial Medicine**
Yousra Ayman Yassin	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Amira Essam Ahmed	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Hadeer Mohsen Mohamed	**Public Health and Community Medicine**	**Demonstrator**	**Occupational and Industrial Medicine**
Hagar Nader Mohamed	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Arwa Khaled Abdelaleem	**Public Health and Community Medicine**	**Demonstrator**	**Occupational and Industrial Medicine**
Shimaa Alaa Mohamed	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**

Marina Farid Abdo	**Public Health and Community Medicine**	**Demonstrator**	**Occupational and Industrial Medicine**
Rewaa Maged Hassan	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**
Omina Mohamed Mostafa	**Public Health and Community Medicine**	**Demonstrator**	**Public Health**

Notes (if any):

1- **The specialization of the teaching staff and teaching assistants was well aligned with the course content.**
2- **Practical teaching sessions were assigned to the course teaching assistants based on their competence, experience, and strong background in delivering practical instruction to students.**
3- **Students were divided into Groups A, B, and C to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. This arrangement facilitated the effective implementation of active teaching and learning strategies and enhanced student engagement during practical sessions.**
4- **Practical revision sessions were conducted to support students' preparation for the practical examinations and to reinforce their laboratory and hands-on skills.**
5- **In addition, supplementary learning resources were provided to students through the learning management system, including lecture notes, educational materials, and recommended references. Students were also given access to Incision Academy courses and online learning modules to support their self-learning and improve their understanding of the practical and clinical parts of the module. 2026-2025 تقرير**

Teaching and Learning					
Numberof weeksof actual study	**Total number of theoretical teaching hours(Lectures/.....)**	**Total number oftraining hours (practical/clinical/...)**	**Total number of field training hours(if any)**	**Total number of self-learning hours(if any)**	**Other(to be mentioned)**
7	**14**	**22**		**24**	

Notes (if any)on:
The teaching staff carefully delivered the course contents to ensure proper alignment between the theoretical and practical content and the allocated number of teaching weeks. Consequently, all topics specified in the course specification were successfully covered within the scheduled timeframe. Furthermore, all teaching and learning strategies outlined in the course specification, particularly active learning approaches, were effectively implemented to enhance students' learning experience and support the achievement of the intended learning outcomes. This contributed to improving students' academic performance and overall educational development.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	7/14/20225	**7**	**14 MCQ questions**	**1.1.1** Define communication, and inter-relations communication **1.1.2** Define uses of communication **1.2.1** Describe the communication process **1.2.2** Recognize different skills used in communication, **1.3.1** Define different barriers in communications process

				1.4.1 Understand communication cycle and how to deal with verbal and non-verbal skills. **1.4.2** Understand patient perspectives and contexts **1.5.1** Identify the responsibility of a physician towards the patients **1.7.1** Identify the importance of respect for patients, their families, and other health care professionals. **1.7.2** Define consultation process and its uses. **1.13.1** Identify the value of feedback in improving the physician's performance. **1.13.2** Recognize different methods used in communication regarding behaviors with patients and colleagues **1.14.1** Recognize different types of feedback **2.2.1** Build rapport with the patient **2.2.2** Apply verbal and non-verbal communication **3.1.1** Practice active listening to the patient **3.2.1** Take patient history with positive attitude **1.9.1** Explain the meaning and importance of health informatics. **1.9.2** Demonstrate the role of computer science in Medicine and Health Care. **1.9.3** Demonstrate different sources of biomedical data. **1.9.4** Categorize variables and data **6.6.1** Explain hypothesis testing and confidence interval **6.9.3** Compare important vital indices and health profile between Egypt and other countries **5.5.1** Identify the role of communication and information system technologies in Medicine
Final Written	**7/14/20225**	**9**	**18 MCQ questions**	**1.1.1**Define communication, and inter-relations communication **1.1.2** Define uses of communication **1.2.1** Describe the communication process **1.2.2** Recognize different skills used in communication, **1.3.1** Define different barriers in communications process **1.4.1** Understand communication cycle and how to deal with verbal and non-verbal skills. **1.4.2** Understand patient perspectives and contexts **1.5.1** Identify the responsibility of a physician towards the patients **1.7.1** Identify the importance of respect for patients, their families, and other health care professionals. **1.7.2** Define consultation process and its uses. **1.13.1** Identify the value of feedback in improving the physician's performance.

				1.13.2 Recognize different methods used in communication regarding behaviors with patients and colleagues **1.14.1**Recognize different types of feedback **2.2.1** Build rapport with the patient **2.2.2** Apply verbal and non-verbal communication **3.1.1** Practice active listening to the patient **3.2.1** Take patient history with positive attitude **1.9.1** Explain the meaning and importance of health informatics. **1.9.2** Demonstrate the role of computer science in Medicine and Health Care. **1.9.3** Demonstrate different sources of biomedical data. **1.9.4** Categorize variables and data **6.6.1** Explain hypothesis testing and confidence interval **6.9.3** Compare important vital indices and health profile between Egypt and other countries **5.5.1** Identify the role of communication and information system technologies in Medicine
OSPE	**7/14/20225**	**7**	**14 MCQ questions**	**6.9.4** Present (Tables & graphs) both quantitative and categorical data that are related to medical and health sciences studies **6.9.5** Summarize and interpret data related to medical and health sciences studies. **6.10.1** Explain and demonstrate frequency distribution of the population, common shapes of frequency distribution curves, and normal distribution curve **6.6.2** Explain the statistical significance of P-value **6.9.1** Identify common statistical tests (types –uses – equations – methods of calculation) **6.9.2** Explain correlation and linear regression **6.9.3** Compare important vital indices and health profile between Egypt and other countries
Formative assessment	Click or tap to .enter a date	-	**1st Formative assessment (3 MCQ)** **2nd formative assessment(4 MCQ)**	• - Understand communication cycle and how to deal with verbal and non-verbal skills. • Understand patient perspectives and contexts • Identify the responsibility of a physician towards the patients • Identify the importance of respect for patients, their families, and other health care professionals. • Define consultation process and its uses.

				• Identify the value of feedback in improving the physician's performance. • Recognize different methods used in communication regarding behaviors with patients and colleagues • Explain the meaning and importance of health informatics. Demonstrate the role of computer science in Medicine and Health Care. • Demonstrate different sources of biomedical data. • Categorize variables and data • Explain hypothesis testing and confidence interval • Compare important vital indices and health profile between Egypt and other countries • Identify the role of communication and information system technologies in Medicine

*** The methods mentioned are examples the institution may add and delete depending on the nature of the course**

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ….), and the rules for passing the course:

1. **The assessment process was conducted in accordance with the Credit Point Bylaw (2023) and the Faculty of Medicine assessment policies.**
2. **A variety of assessment methods were used, including quizzes, final written examinations, OSPE/OSCE, assignments, formative assessments, Team-Based Learning (TBL) activities, and portfolio assessment to evaluate students' achievement of the module learning outcomes.**
3. **Assessment blueprints were prepared to ensure alignment between learning outcomes and assessment methods. .**
4. **Students were informed about assessment methods, grade distribution, and passing requirements at the beginning of the module.**
5. **All assessment activities and grading procedures were conducted fairly and transparently according to the approved regulations of the Credit Point Bylaw (2023).**

Overall, the assessment methods provided appropriate opportunities to evaluate students'

knowledge, practical skills, and professional performance and were aligned with the intended learning outcomes of the module. **Further enhancement may be achieved through increasing formative assessment opportunities and providing more structured feedback to students to support continuous learning and academic improvement.**

Student Assessment Results	
Number of students (who started the module):	• عدد اللي دخلوا الامتحان: **1617**
Number of students (who completed the module/ sat for the exam):	1590 طالب
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam:** 27 **students** • **Absent:** • **Deprived (attendance):**
Total number of students who passed the exams successfully:	• عدد اللي دخلوا الامتحان: 1590 • عدد اللي نجحوا: 1584
Percentage of success (out of the total number of students who sat for the final exam)	98%

Grade Distribution					
Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students					
Percentage					

Total number of students who failed the exams:	**30** طالب
Percentage of failure (for the total number of students who took the final exam)	1.9%

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Student performance in this year shows that some students passed the module successfully, while others did not achieve the passing requirements.
The reasons for not passing were different. Some students were not allowed to complete the exam due to disciplinary actions related to cheating cases. Other students were not allowed to sit for the final exam because they exceeded the allowed absence limit. In addition, some students attended the exam but did not achieve the minimum passing score.
Irregular attendance and weak participation in some teaching activities may also have affected the performance of certain students.
Overall, the results show different levels of student performance, and there is a need to improve attendance, engagement, and academic support in the future.

When comparing student performance in the current academic year with the previous year, a

variation in results can be observed.
This year, the results showed a slightly higher number of non-successful students compared to the previous year. This was mainly due to several factors, including disciplinary cases such as cheating incidents, students being barred from exams due to exceeding the allowed absence limit, and a number of students not achieving the minimum passing score in the final examination.
In addition, irregular attendance and lower engagement in some learning activities were more evident in a group of students this year, which may have contributed to the difference in performance compared to last year.
Overall, while the general pattern of student achievement remains similar, the current year reflects a higher rate of non-completion and non-passing cases. This highlights the need for continued efforts to improve attendance, student engagement, and academic support strategies.

3. Student Feedback

*** Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - ……..**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** **Students' Reflection Sheets are included in the Portfolio.**
Timing of Evaluation:	**Students' Reflection Sheets are included in the Portfolio. At the end of the module** **Student Satisfaction Questionnaire** **At the end of the semester**
Number of students who participated in the course evaluation	**In the questionnaire** **In portfolio**
Important points of satisfaction	1. **Students appreciated the organization of the Renal Module and the clarity of teaching objectives.** 2. **Interactive teaching methods and practical sessions were positively evaluated.** 3. **assessments were identified as areas requiring improvement.** 4. **The learning environment and communication with staff were generally perceived positively.**
Important points of dissatisfaction	1. **Increase practical demonstrations and clinical case discussions.** 2. **Continue encouraging interactive teaching and student participation.**

Module development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Method of implementation	Responsible	Notes
1.	Enhance assessment feedback and communication with students	Provide structured feedback sessions and timely communication of assessment results	**Oral and written feedback sessions after exams and assignments**	Teaching Staff	Continuous implementation
2.	Improve learning resources and online content	Expand uploading of digital materials, recorded lectures, and blended learning resources	**Use Microsoft Teams to provide updated materials and e-learning resources**	Teaching Staff, Department Administration	Continuous development

Name and Signature Module Coordinator	Name and Signature Head of the department council