MODULE REPORT

A- Basic Information

- Module Title: **Preventive medicine and Infections**
- Module Code: **BMS PI 2-1**
- Year: **2024/2025**
- Semester: **S5**
- Credit hours: **3**
- Module contact hours: **81**
- Module Coordinator: **Module management team**

Department	Name
Public health	**Dr. Doaa Habib Mohamed**
Family Medicine	**Dr. Nahla Zaiton**
Internal Medicine	**Dr. Heba Shafeq**
Hepatology, Gastroenterology and infectious diseases	**Dr. Mohamed Fouad**
Surgery	**Dr. Reham Zakaria**

B- Statistical Information

- No. of students attending the module: 1618 in mainstream and 60 in cridet, Percent: 100 %
- No. of students completing the module: 1603 in mainstream and 60 in credit, Percent: 99.1%
- No. of students attending exam: 1582 mainstream, 60 cridet, 36 student absent with excuse, 36 didn't attend the exam percent: 97.8 %
- Results:

❖ No. of Passed students: **mainstream**; 1572 passed written exam and 1543 passed in written and year work, Percent: 97.5 %; **credit**; 60, percent 100%.

❖ No. of Failed students: **mainstream**; 39, Percent: 2.5 %%; **credit**; 0, percent 0%.

- Grading of successful students:

❖ Excellent: **mainstream**; No: 631, Percent: 39.9 %%; **credit**; 35, percent 58.3%.

❖ Very Good: **mainstream;** No: 427, Percent: 27.0 %; **credit**; 14, percent 23.3%.

❖ Good: **mainstream;** NO: 351, percent 22. 2 %; **credit**; 8, percent 13.3%.

❖ Acceptable: **mainstream;** NO: 134, Percent 8.5 %%; **credit**; 3, percent 5%.

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online** **Lectures** Environment and health, town planning and slums (**recorded**) **Practical sessions** Waste and water sanitation Health education **Face to face** **Lectures** Health and related concepts Air pollution. Anticipatory care Introduction to infection and febrile illness Typhoid fever health promotion Child health maintenance Patient Education Adult health maintenance **SGS** Determinants of health Hyperpyrexia and FUO Typhoid fever Child health maintenance Vaccination Health education Patient education **Practical sessions** - Quality of life.
2nd	**Online** **Lectures** - Emerging and remerging infections (recorded) **Online practical** - Adolescent health maintenance **Online SGS** - Surveillance - Specific infections

	Face to face **Lectures** - Hand and foot infection - SSI+ nonspecific infections - HIV and mycotic infection - Leptospira management - Travel medicine - Community based screening - Behavioral science **Clinical** Abscess drainage **Practical** Screening Adolescence health maintenance Helminthic infection **SGS** Adult health maintenance Leptospira management SSI+ nonspecific infections **Field visit**
3rd	**Online** **practical** General epidemiology Hazards of heat and cold General preventive measures (1) Outbreak management **SGS** Rabies management Community partnership **Face to face** **Lectures** Cardiovascular, diabetes and cancer Influenza and common cold Helminthic infection Malaria management **Practical sessions** HIV and mycotic infections

	SGS Hand and foot infection Geriatric health maintenance **TBL** **Public health**: Determinants of health, public health surveillance, screening, health education, community partnership and empowerment **Family medicine**: anticipatory care, patient education, child health maintenance, adolescent health maintenance
4th	**Online** **SGS** Bacterial airborne Traveler medicine Malaria management Accident Leishmania management **Practical** Emerging and reemerging diseases Contact (rabies, tetanus) Contact (HIV, HCV) Viral airborne with rash and without rash Viral airborne Ebola and monkey pox **Face to face** **Practical session** Bilharziasis. Filariasis and plague Malaria survey Influenza and common cold management Epidemiology of yellow fever **Flipped** Brucella management

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

Reasons in detail for not teaching any topic: None

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

3- Teaching and learning methods:

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

4- Student assessment:

A. Formative assessment

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

B. Summative assessment

What were the methods and tools?

During the module:

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

2- Flipped [Assessment rubrics, checklist]

3- Mid module examination [multiple choice questions]

Final module exam

1- Written examination (short answers, MCQ)

2- Clinical skill assessment (OSCE)/OSPE

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

No change

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

No change

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

None.

5- Examination committee:

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

Members:

- Dr. ezzat mostafa (Head of internal medicine department)
- Dr. shereen Awad (head of family medicine department)

Role of external examiner: NA

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

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

List any inadequacies:

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

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication √√

2. Written comments √√

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

List any criticism	Response of MMT
Students complained of need to change teaching room (written comments)	**E-Learning coordinator immediately communicated /reported the complaint**
Students complained of unclear/ faulty data show (verbal communication)	**Each MMT member communicated/reported the complaint**
Student asked to increase time of module	
Student need MCQ bank from each department sharing in module	

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication √√

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Faculty complained of unclear/ faulty data show (verbal communication)	**Each MMT communicated/reported the complaint**
Faculty complained of absent beds for patient examination in some clinical sessions (verbal communication)	**Each MMT communicated/reported the complaint**
Faculty member complained no internet access and bad condition of computers and data show (verbal communication)	**Each MMT communicated/reported the complaint**

9- 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 2025-2026**	**Faculty members and assistants**
Provide adequate places to hold the mid module	**By the academic year 2025-2026**	**Faculty members and assistants**

exam for all students at the same time		
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2025-2026**	**Faculty members and assistants**

Module coordinator: Module management team

Signature	Name
	Dr. Doaa Habib Mohamed
	Dr. Nahla Zaiton
	Dr. Heba Shafeq
	Dr. Mohamed Fouad
	Dr. Reham Zakaria

Date: 22/6/2025

رئيس لجنه الامتحانات:
ا.د. منى أبو سريع

Module Report

Academic Year:2024/2025 Semester: S5

1. Basic Information

Module Title (according to the bylaw):	**Health care systems and services**
Module Code (according to the bylaw):	**BMS HS 2-1**
Department/s that participated in the teaching:	**- Community Medicine** **- Family Medicine** **- Forensic Medicine & Clinical Toxicology**
Total number of credit hours/points of the course:	**6 Credit Hours (165 Contact Hours)**
Module Type:	**Clinical**
The level to which the course was introduced:	**Phase II**
Academic Program:	**3rd Academic Year**
Faculty/Institute:	**Faculty of Medicine**
University/Academy:	**Zagazig University**
Name of Module Coordinator:	**Dr. Aya Fathi**
Module Report Approval **(Attach the decision/minutes of the department /committee/council ....)**	**Dr. Shereen Bahgat**
Date of approval of the course report	22/6/2025

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)
All Staff Members of the Three Departments	---	All Teaching Assistants of the Three Departments	---
Instructor Name	Department	Academic degree	Specialty
1. All Staff Members	Community Medicine	Demonstrators Teaching Assistants Lecturers Assistant Professors Professors	Community Medicine

2. All Staff Members	Family Medicine	Demonstrators Teaching Assistants Lecturers Assistant Professors Professors	Family Medicine
3. All Staff Members	Forensic Medicine	Demonstrators Teaching Assistants Lecturers Assistant Professors Professors	Forensic Medicine

Notes:

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- Clinical revision sessions were conducted to support students' preparation for the clinical examinations

- كان تخصص أعضاء هيئة التدريس متوافقاً تماماً مع محتوى المقرر الدراشي. وقد بلغت نسبة الطلاب إلى أعضاء هيئة التدريس حوالي 11:1، مما يعكس بيئة أكاديمية مواتية تُسهّل التدريس الفعال وتعزز تفاعل الطلاب.

2- أُسندت بعض من مهام الجلسات العملية إلى معاوني أعضاء هيئة التدريس بناءً على كفاءتهم وخبرتهم وخلفيتهم القوية في تقديم التدريب العملي للطلاب. وذلك لإكسابهم مهارة وخبرة من أعضاء هيئة التدريس اثناء الموديول.

3- قُسّم الطلاب إلى مجموعات (أ، ب، ج)، وجرى تقسيم كل مجموعة منها إلى 8-10 مجموعات فرعية؛ وذلك لضمان ملاءمة حجم المجموعات لطبيعة المقرر وتلبية الاحتياجات التعليمية والعملية للطلاب. وقد أتاح هذا التنظيم تطبيقاً فعالاً لاستراتيجيات التدريس والتعلم النشط، كما عزز من تفاعل الطلاب خلال الجلسات العملية..

- 4 تم عقد جلسات مراجعة إكلينيكية لدعم الطلاب وإعدادهم للامتحانات الإكلينيكية.

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)**
3 Weeks	**45 hours**	**100 hours**	**4 Field Trainings (hours 16)**	**1 Flipped Session (hours 2)**	**TBL (2 hours)**

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

However, during course implementation, a few sessions required adjustment as the allocated time was either insufficient or more than necessary for the planned content. Additionally, due to unforeseen emergency circumstances, some sessions were delivered as interactive online sessions instead of face-to-face sessions. These modifications ensured continuity of teaching while maintaining student engagement and achievement of the intended learning outcome

قام أعضاء هيئة التدريس بتقديم محتوى المقرر بعناية لضمان المواءمة السليمة بين الجوانب النظرية والعملية وعدد الأسابيع الدراسية المخصصة؛ ونتيجة لذلك، تم تغطية جميع الموضوعات المحددة في وثيقة مواصفات المقرر بنجاح ضمن الإطار الزمني المقرر. وعلاوة على ذلك، جرى تطبيق كافة استراتيجيات التدريس والتعلم الواردة في مواصفات المقرر - ولا سيما أساليب التعلم النشط - بفعالية، وذلك بهدف تعزيز تجربة التعلم لدى الطلاب ودعم تحقيق نواتج التعلم المستهدفة، مما ساهم في تحسين الأداء الأكاديمي للطلاب وتطورهم التعليمي الشامل.

هذا بالإضافة الى شرح المحتوى على مرحلتين مرحلة في صورة محاضرة لتثبيت الجانب العلمي وتخصيص وقت مماثل للتدريب العملي وعمل حصص مراجعات على التطبيق العملي بعد انتهاء الموديول مرة أخرى وذلك للتأكيد على المهارات العملية، وهذه المراجعة كانت إضافة للتدريس وللجداول هذا العام تلبيه لاحتياجات الطلاب. وتم رفع فيديوهات علمية على المنصة الخاصة بالطلاب أيضا لمراجعة المهارة العملية التي تم شرحها بصورة مستمرة.

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	11/14/2024	**22**	**MCQ**	1.6.1 Select appropriate community health indicators and epidemiological measures for health assessment. 1.6.1 Interpret community health indicators and demographic data to support healthcare planning.Basic Benefit Package (BBP) 1.9.1 Retrieve and analyze demographic and health information from available health information resources. 1.9.2 Apply community health indicators to support evidence-based healthcare planning. 1.9.3 Retrieve and analyze demographic and health information from available health information resources. 1.10.1 Integrate health records, epidemiological data, and available investigations to identify priority health problems. 2.1.1 Describe the demographic characteristics and determinants of health affecting individuals, families, and communities. 2.5.1 Explain the principles of health promotion and disease prevention at individual, family, and community levels. 5.8.1 Apply the principles of management and

				economics in healthcare. Clarify concepts of quality, auditing and accreditation. 5.9.1 Assess information gathered from health records.
Final Written	1/21/2025	**60**	**SEQ/Problem Solving/Cases**	1.7.1 Recognize suspicious deaths requiring medico-legal investigation. 1.7.2 Recognize postmortem changes and causes of sudden death. 1.7.3 Apply principles of evidence collection and preservation while maintaining the chain of custody. 1.8.1 Integrate principles of family medicine, community medicine, occupational health, and forensic medicine in solving common healthcare .problems 1.9.1Retrieve and analyze demographic and health information from available health information resources. 1.9.2 Apply community health indicators to support evidence-based healthcare planning. 1.9.3 Retrieve and analyze demographic and health information from available health 1.10.1 Integrate health records, epidemiological data, and available investigations to identify priority health problems. 1.11.1 Apply documentation and evidence preservation procedures in simulated medico-legal scenarios. 1.12.1 Apply quality improvement and patient safety principles in healthcare settings.information resources. 4.1.1 Illustrate the family life cycle and family dynamics. 5.11.1 Clarify concepts of quality, auditing and accreditation. 6.9.1 Analyze demographic studies and population pyramids. 6.9.2 Calculate community health/disease indices and associated risk factors.
OSPE/OSCE	1/23/2025	**45**	**Practical & 8 SAQ**	1.1.1 Take a structured, patient-centered history in family medicine practice. 1.1.2 Record patient information accurately using family health records. 1.1.3 Assess information obtained from family health records to support patient care 1.2. Apply an empathic, holistic, and patient-centered approach during patient encounters in family medicine. 1.4.1 Identify age, sex, and personal identity of unconscious patients when appropriate. 1.4.2 Recognize the roles and functions of healthcare team members during patient assessment. 1.5.1 Prioritize health needs of individuals, families, and communities according to available

				health data. 1.6.1 Select appropriate community health indicators and epidemiological measures for health assessment. 1.6.2 Interpret community health indicators and demographic data to support healthcare planning. 5.5.1 Assess the information gathered from health records. 5.8.1 Apply the principles of management and economics in healthcare. Clarify concepts of quality, auditing and accreditation. 5.9.1 Assess information gathered from health records. 5.10.1 Write a comprehensive referral letter. 5.10.2 Explain death certificate.
Booklet	Click or tap to .enter a date			
Assignment	Click or tap to .enter a date			
TBL	11/6/2024	**15**	**10 MCQ (iRAT)- 1 Case Scenario (tAPP)**	3.1.1 Exhibit honesty, integrity, compassion, respect, and professional behavior during patient care and community health activities. 3.2.1 Apply the Egyptian Code of Medical Ethics and relevant healthcare regulations in community, family, and medico-legal practice. 3.3.1 Respect cultural, religious, and social values while providing patient- and community-centered healthcare. 3.4.1 Recognize ethical issues encountered in community health, family medicine, and forensic practice and manage them appropriately. 3.5.1 Maintain confidentiality and privacy of patient information and medico-legal records. 3.6.1 Apply basic medico-legal principles, including documentation, certification, reporting obligations, and avoidance of medical errors. . 3.7.1 Recognize and appropriately manage potential conflicts of interest in healthcare practice. 3.8.1 Apply appropriate referral pathways within the healthcare system according to patients' clinical and social needs. V 3.9.1 Demonstrate accountability and commitment to continuous professional development and safe healthcare practice.
Flipped Sessions	11/7/2024	**2**		2.2.1 Identify the social, cultural,environmental, occupational, and economic determinants affecting individual and community health. 2.3.1 Explain the role of healthy nutrition, physical activity, and healthy lifestyle behaviors in disease prevention and health promotion. 2.4.1 Identify major community health risks, including environmental, occupational, demographic, and behavioral risk factors. 2.4.2 Identify priority public health problems and prevalent diseases within the local community. 2.5.1 Explain the principles of health promotion

				and disease prevention at individual, family, and community levels. 2.5.2 Participate in planning health education activities for individuals and community groups.
Field training	10/23/2024 10/28/2024 10/29/2024 10/4/2024	**6**		1.13.1 Develop patient- and family-centred healthcare plans in collaboration with healthcare professionals. - 1.14.1 Respect patients' rights, confidentiality, and shared decision-making. 1.17.1 Explain the principles of death certification according to legal and professional requirements. 2.1.1 Describe the demographiccharacteristics and determinants of health affecting individuals, families, and communities. 2.1.2 Explain the organization and functions of the Egyptian healthcare system and primary healthcare services. 2.6.1 Describe the epidemiological patterns of common communicable and non-communicable diseases. 2.6.2 Apply basic epidemiological measures in assessing community health problems. 2.7.1 Recognize healthcare needs of vulnerable population groups including mothers, children, adolescents, older adults, and occupational groups. 2.8.1 Recognize common occupational and environmental hazards and appropriate preventive measures.ices. ecting individuals, families, and communities 2.9.1 Apply standard infection prevention and control measures in community and primary healthcare settings. 5.3.1 Demonstrate collaboration with healthcare team members for shared decision-making in learning and virtual clinical contexts.
Projects	Click or tap to .enter a date			
Portfolio	Click or tap to .enter a date			

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

1. The assessment process was conducted in accordance with the Credit Hours Bylaw (2023) and the Faculty of Medicine assessment policies.
2. A variety of assessment methods were used, including quizzes, final written examinations, OSPE, Team-Based Learning (TBL) activities, 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 hours Bylaw (2023).

Overall, the assessment methods provided appropriate opportunities to evaluate students' knowledge, clinical skills, and professional performance and were aligned with the intended learning outcomes of the module.

1. تمت عملية التقييم وفقاً للائحة الساعات المعتمدة (2023) وسياسات التقييم الخاصة بكلية الطب.
2. تم استخدام أساليب تقييم متنوعة، شملت الاختبارات القصيرة (Quizzes)، والامتحانات النظرية النهائية، والامتحان

العملي المنظم والموضوعى (OSPE)، ونشاطات التعلم القائم على الفريق (TBL)، لتقييم مدى تحقق نواتج التعلم المستهدفة للمقرر الدراشي.
3. تم إعداد مصفوفات مواصفات الاختبارات (Assessment Blueprints) لضمان التوافق بين نواتج التعلم وأساليب التقييم.
4. تم إعلام الطلاب بأساليب التقييم، وتوزيع الدرجات، ومتطلبات النجاح في بداية المقرر الدراشي.
5. أُجريت جميع أنشطة التقييم وإجراءات رصد الدرجات بنزاهة وشفافية وفقاً للوائح المعتمدة بلائحة الساعات المعتمدة(2023)

وختاماً، وفرت أساليب التقييم فرصاً مناسبة لتقييم المعارف، والمهارات الإكلينيكية، والأداء المهني للطلاب، وجاءت متوافقة مع نواتج التعلم المستهدفة للمقرر الدراشي.

Student Assessment Results	
Number of students (who started the module):	**1617**
Number of students (who completed the module/ sat for the exam):	**1496**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**121**
Total number of students who passed the exams successfully:	**1275**
Percentage of success (out of the total number of students who sat for the final exam)	**85.23%**

Grade Distribution						
Grade	**A**	**B**	**C**	**D**	**F**	**F-**
Number of students	**543**	**260**	**255**	**217**	**221**	
Percentage	**36.3%**	**17.38%**	**17.05%**	**14.5%**	**14.77%**	
Total number of students who failed the exams:			**221**			
Percentage of failure (for the total number of students who took the final exam)			**14.87%**			

Commenting on student results, analyzing student performance (including factors that affected the results if any):

The results demonstrate a high overall level of student achievement, with the majority of students attaining grades in the very good and excellent categories. The failure rate was low, indicating that most students successfully achieved the intended learning outcomes of the module. These findings suggest an acceptable alignment between the module content, teaching strategies, and assessment methods. Nevertheless, continuous efforts should be directed toward supporting lower-performing students and further enhancing academic performance across all grade categories.

comparing them with the results of the previous year: The result of previous year demonstrated a massive dominance in achieving top-tier grades (Excellent). Meanwhile, the second module showed a more balanced and distributed spread across the remaining passing grades. While the present module reflects a slight shift in grade distribution and higher absenteeism, both modules demonstrate an overall highly successful academic outcome with strong passing rates.

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 less percentage of successful students than the previous year (85.23%vs 99.13%). 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** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**
Number of students who participated in the course evaluation	**students 650**
Percentage of participants to the total number	
Important points of satisfaction	• Course objectives were clearly stated at the beginning of the semester. • Course requirements and expectations were adequately communicated. • Content was logically organized and sequenced. • The module covered: Health care systems and services topics relevant to the curriculum. • Students expressed positive perceptions regarding: • Teaching methods employed by faculty members. • Clarity of explanations. • Use of practical examples during lectures. • Opportunities for student participation and discussion. Students indicated that the module successfully: •Enhanced analytical and clinical reasoning skills. • Linked theoretical knowledge to practical applications.
Important points of dissatisfaction	- The module commenced before the completion of the summer semester examinations, which negatively affected attendance and regular student engagement during the initial period of the module. * Delays in the announcement of teaching schedules and student group lists created organizational difficulties for some students. Results and feedback of formative assessments, including TBL sessions and end-of-module evaluations, were not communicated to students in a timely manner. * Students perceived a mismatch between the volume of module content and the time allocated for teaching, self-study, revision, and examination preparation. * Teaching facilities require further improvement, particularly lecture halls, audiovisual equipment, and data-show projectors. * The large number of students attending some practical sessions limited opportunities for active participation and direct clinical exposure.

Item	Comment
	* Students expressed the need for additional revision sessions and more structured guidance regarding examination formats and expectations.

4. Staff Members Reflections

Staff Members' Reflections on Module

Faculty members acknowledged that the module provided students with valuable knowledge and clinical exposure to common musculoskeletal disorders through multidisciplinary teaching and clinical training. However, several challenges were identified during module implementation.

Teaching staff reported that lecture halls require further maintenance and upgrading, particularly audiovisual facilities and data-show projectors, which occasionally affected the quality of teaching sessions. Delayed release of student lists and group allocations also created organizational difficulties at the beginning of the module.

A noticeable decline in student attendance during theoretical lectures was observed throughout the module, which may have negatively affected student engagement and learning outcomes. Faculty members also noted that the module commenced before the completion of summer examinations, resulting in reduced attendance and participation during the early phase of the module.

Faculty members also expressed concerns regarding the substantial volume of module content relative to the time allocated for teaching, clinical training, revision, and assessment preparation. This limited the opportunity for reinforcement of key concepts and comprehensive student revision.

5. Module Enhancement

* Upgrade lecture halls and regularly maintain audiovisual and data-show equipment.

Module Enhancement Action Plan

Success Indicator	Timeline	Responsible Person(s)	Action Plan	Area for Improvement
Improved attendance rates during the first week of the module	Before next module cycle	Module Coordinator, Academic Affairs Committee	Coordinate module scheduling to ensure the module starts after completion of summer semester examinations whenever possible.	Early module commencement before completion of summer examinations
Timely availability of schedules and reduced student	Before module start	Academic Affairs Unit, Module Coordinator	Finalize and publish student group allocations and teaching schedules at least one week before module commencement.	Delayed release of student lists and teaching schedules

Success Indicator	Timeline	Responsible Person(s)	Action Plan	Area for Improvement
complaints				
Increased student satisfaction regarding clinical exposure	Throughout module implementation	Clinical Department Coordinators	Increase the number and diversity of real clinical cases, particularly in Orthopedic Surgery, Dermatology, and Plastic Surgery. Supplement learning with structured case-based discussions when case availability is limited.	Insufficient clinical case exposure in some specialties
Timely dissemination of assessment results and feedback	Ongoing	Assessment Committee, Module Coordinator	Establish a clear timeline for releasing formative assessment results and feedback within one week of assessment completion.	Delayed communication of assessment feedback
Improved student perception of workload balance	Before next academic year	Module Committee	Review module content, learning activities, and assessment workload to ensure appropriate alignment with available teaching time and student self-directed learning needs.	Mismatch between module content and allocated time
Reduced facility-related complaints	According to available resources	Faculty Administration	Upgrade lecture halls and maintain audiovisual equipment, including projectors and data-show systems, to enhance the learning environment.	Inadequate teaching facilities
Improved participation and clinical engagement	Next module cycle	Clinical Departments, Faculty Administration	Reduce student-to-instructor ratios whenever feasible by increasing the number of clinical groups and teaching sessions.	Large student numbers during practical sessions
Enhanced clinical skills acquisition and student satisfaction	Throughout module	Clinical Teaching Staff	Increase bedside teaching sessions, small-group clinical teaching, and case-based discussions.	Limited opportunities for active clinical participation
Improved examination preparedness and student confidence	Prior to assessments	Module Coordinator, Teaching Staff	Schedule structured revision sessions and provide students with clear information regarding assessment formats and examination expectations.	Need for additional revision and examination guidance
Assessment blueprint	Annually	Assessment Committee	Conduct periodic review of assessment tools to ensure	Continuous quality improvement of

Area for Improvement	Action Plan	Responsible Person(s)	Timeline	Success Indicator
assessment methods	alignment with intended learning outcomes and competency-based education standards.			compliance and positive external review outcomes

Monitoring and Evaluation

The implementation of this action plan will be monitored through:

- Student feedback questionnaires.
- End-of-module evaluation reports.
- Attendance records.
- Assessment performance analysis.
- Periodic module committee meetings.
- Review of clinical teaching and assessment outcomes.

Progress will be reviewed at the end of each module cycle, and corrective actions will be implemented as needed to support continuous quality improvement.

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



MODULE REPORT

A- Basic Information

- **Module Title:** **Introduction to clinical practice**
- **Module Code:** **BMS IC 2-1**
- **Year:** **2024-2025**
- **Programme (s) on which this module is given:** **phase II of the integrated M.B. &B.CH program**
- **Semester:** **S5**
- **Credit hours:** **5 credit hours**
- **Module contact hours:** **138 hours (43 hrs Lectures\5 hrs TBL & flipped\76 hrs SGS\ 14 hrs practical)**
- **Module Coordinator:** **Dr. Khaled Saad**

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

B- Statistical Information

- No. of students attending the module: 1618

- No. of students completing the module: 1580
- No. of students attending exam: 1580
- **Results:**

No. of Passed students: 1561 , Percent: 98.80%
No. of Failed students 19 , Percent: 1.20%

- **Grading of successful students:**

Excellent: No: 761 , Percent: 48.16%
Very Good: No: 504 , Percent: 31.9%
Good; NO; 237 , percent :15%
acceptable; NO, 59 , Percent :3.73%

C- Professional Information

1- Module teaching

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

2nd	Online SGS • Surgical swelling • Imaging modalities of abdomen /miscellaneous radiology • Total testing process and safety Face to face Lectures • Total testing processes (Cl. Path.) • Common surgical swelling • Preoperative assessment medicine • Safety and risk management of contrast media • Environmental toxicology • Medicolegal aspect of wound • Pain • Introduction to CT, MRI & PET Clinical: BLS anesthesia Practical: Sutures, BLS SGS: pediatric vital sign + BLS anesthesia Suturing +Examination of swelling Flipped:General Appearance (Pediatrics)
3rd	Face to face SGS: BLS anesthesia General examination (medicine) General Appearance (Pediatrics) Examination of ulcer Online: Medicolegal aspect of wound TBL (medicine, radiology &cl. Pathology)

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

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

3- Teaching and learning methods:

	Methods	Advantages
1.	Lectures (face to face)	Allows teaching to large groups at the same time
2.	lectures	-Allows teaching to large groups at the same time

	(Recorded)	- More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
3.	Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups
4.	Team based learning (TBL)	- Encourage teamwork - Encourage collaboration between students
5.	Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students
6.	Practical sessions	-Allow acquisition of practical skills by students

4- Student assessment:

A. Formative assessment

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

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

- **What went well?**

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

- **What could be improved?**

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

B. Summative assessment

What were the methods and tools?

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

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

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

5-Examination committee:

For OSPE and Academic assay (written exam and quiz)

Head: Prof Khaled Saad Head of General surgery Department

Members:

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

Role of external examiner:

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

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

List any inadequacies:

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

7- Administrative constraints

List any difficulties encountered:

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

8- Student evaluation of the module:

Done by (select the used method):

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

List any criticism	Response of MMT
Overcrowded classes	Transfer students to other classes when

	available
Non or Malfunction of computes and data show	Staff uses their own laptops when available and whiteboard.

9-Faculty members and assistants' evaluation of the module

Done by (select the used method):

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

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

9- 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
Increase no. of teaching halls	Yes	
Reduce the curriculum content	Yes (partially)	
Repair of computers and data show	Yes (some)	

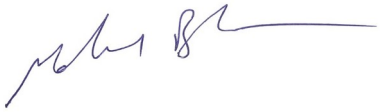
11- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2025-2026**	**Faculty members and assistants**
Provide adequate places to hold the mid module exam for all students at	**By the academic year 2025-2026**	**Faculty members and assistants**

the same time		
Provide suitably large teaching rooms to accommodate students with more convenience	**By the academic year 2025-2026**	**Faculty members and assistants**

Semester coordinator: **Signature**

Date: 22/6/2025



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Professional PracticeIV**
- Module Code: **BMS PP 2-5**
- Year: 2024- 2025
- Semester:**S5**
- Credit Hours:2
- Module contact hours:**49**
- Module Coordinator: Dr. Samar Ahmed Abd EL Salam

Module management members tasks

Task	*Responsible member*	*Department*	*Contact No. No./@medicine.zu.edu.eg*
1. E-learning coordination	د/ رانيا مجدي توفيق	*Forensic & clinical toxicology*	*01096063597 Rmelashmawy@medicine.zu.edu.eg*
2. Course documents coordination	د/سمر أحمد عبد السلام	*Family Medicine*	01282563057 SamarMohammed@medicine.zu.edu.eg
3. Course Timetable & halls distribution preparation	د/سمر أحمد عبد السلام	*Family Medicine*	01282563057 SamarMohammed@medicine.zu.edu.eg
4. Students' attendance sheets preparation	د/سمر أحمد عبد السلام د/ رانيا مجدي توفيق	*Family Medicine* *Forensic & clinical toxicology*	01282563057 SamarMohammed@medicine.zu.edu.eg *01096063597 Rmelashmawy@medicine.zu.edu.eg*
5. Students' assessment coordination	د/ مايكل ادوادر	*Internal Medicine*	*01285379758*

B- Statistical Information

- No. of students attending the module:1614,Percent: 100%

- No. of students completing the module: 1614, Percent: 100%
- No. of students attending exam:1587, percent: 98.33%
- **Results:**

No. of Passed students: 1584, Percent: 99.81%
No. of Failed students 3.0, Percent: 0.19%

- **Grading of successful students:**

Excellent: No:1496, Percent: 94.3 %
Very Good: No:80,Percent: 5.0%
Good;NO;8.0, percent :0.5%
acceptable ;NO,0.0, Percent 0.0%

Comment: A comparative evaluation of the academic results between the 2023–2024 and 2024–2025 academic years demonstrates the success rate remained relatively stable across the two cohorts, showing only a slight decrease from **100%**in the previous result to **99.81%**in the current result (a decline of **0.19 percentage points**)
This relatively lower success rate may be attributed to poor lecture attendance.
انخفض متوسط نسبة النجاح إلى **99.81%** مقارنة بـ **100%** في العام السابق. وقد يُعزى هذا الانخفاض جزئيًا إلى ضعف حضور المحاضرات من قبل بعض الطلاب.

C- Professional Information

1- Module teaching

Day	Time	Type session		Group no.	Name of session
Sat. 14/12	Recorded lectures			ABC	**Introduction to history taking** **ICU and oxygen therapy** **Counseling skills lecture**
				ABC	
				ABC	
				ABC	
				ABC	
				ABC	
				ABC	
Sun. 15/12	Recorded lectures			ABC	**Cold and high altitude related illness** **Doctor patient relationship and malpractice** **Difficult consultation (Breaking bad news, Angry patient)**
				ABC	
				ABC	
				ABC	
				ABC	
				ABC	
				ABC	
Mon. 16/12	9-11	Online SGS		AB1-4 B5-10-C	**ICU and oxygen therapy** **Introduction to history taking**
	11-1	Online SGS		AB1-4 B5-10-C	**Introduction to history taking** **ICU and oxygen therapy**
Tues. 17/12	9-11	Online SGS		AB1-4 B5-10-C	**Cold and high altitude related illness** **Doctor patient relationship and malpractice**
	11-1	Online SGS		AB1-4 B5-10-C	**Doctor patient relationship and malpractice** **Cold and high altitude related illness**

Wed. 18/12	9-11	Practical		AB1-4	**Counseling skills**
	11-1	Practical		AB1-4 B5-10-C	**Injection techniques** **Counseling skills**
Thurs 19/12	9-11	F2F SGS		AB1-4 B5-10-C	**Difficult consultation (Breaking bad news, Angry patient** **Injection techniques**
	11-1	F2F SGS		B5-10-C	**Difficult consultation (Breaking bad news, Angry patient**

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

3- Teaching and learning methods:

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

4- Student assessment:

5- Student assessment:

A. Formative assessment

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

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

- **What went well?**

Sessions went well with active participation of students

- **What could be improved?**

Allowing more time between the lecture and the applied SGS session

B. Summative assessment

What were the methods and tools?

During the module:

- Assignments
- Student portfolio

Final module exam

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

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

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

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

(None)

6- Examination committee:

Head: Prof dr. Shereen Mohammed Bahgat Awad
Members: prof dr. Ezzat Mostafa
prof. dr. Eman abdelrady
Role of external examiner: (NA)

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

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

8- Administrative constraints

List any difficulties encountered: None

9- Student evaluation of the module:

Done by (select the used method):
1. Verbal communication (√)
2. Written comments (Student reflection in portfolio) (√)
3. Surveys (√)

Strength points

1- Hands-on practical learning improved understanding of scientific concepts.
2- Scientific materials and laboratory demonstrations enhanced student engagement.
3- Teaching staff were viewed as supportive and interactive throughout the module.

Students' Learning Needs

1- Increase practical applications
2- Resolve Microsoft Teams' technical issues**.**

Faculty members and assistants' evaluation of the module

Done by (select the used method):

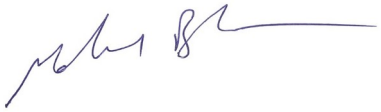
1. Verbal communication
2. Written comments
3. Surveys (Attach the survey responses)

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

10- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible
1. Enhance laboratory infrastructure	**By the academic year 2025-2026**	**Faculty members and assistants**
2. Preparation of practical revision schedules	**By the academic year 2025-2026**	**Faculty members and assistants**
3. Apply academic advising	**By the academic year 2025-2026**	**Faculty members and assistants**

SIGNATURE
DATE 22/6/2025



Module Report

Academic Year: 2025/2024 Semester: S6

1. Basic Information

Module Title (according to the bylaw):	Cardiovascular disorder
Module Code (according to the bylaw):	BMS CV 2-1
Department/s that participated in the teaching:	Cardiology, Pediatrics, Internal Medicine, Cardiothoracic surgery, Vascular surgery & Family Medicine
Total number of credit hours of the course:	7 hours
Module Type:	اجباري Compulsory
The level to which the course was introduced:	3rd academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig University
Name of Module Coordinator:	Dr. Mohamed Saad El shetry
Module Report Approval (Attach the decision/minutes of the department /committee/council ....)	
Date of approval of the course 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)
	--	--	--
Instructor Name	Department	Academic degree	Specialty
1. د دعاء السيد	قلب واوعية دموية	مدرس	قلب واوعية دموية
2. ايمان هشام	قلب واوعية دموية	ا م	قلب واوعية دموية

3. هالة المفنى	قلب واوعية دموية	استاذ	قلب واوعية دموية
4. د احمد الدمنهورى	قلب واوعية دموية	ا م	قلب واوعية دموية
5. حنان رضوان	قلب واوعية دموية	استاذ	قلب واوعية دموية
6. كامل غزال	قلب واوعية دموية	استاذ	قلب واوعية دموية
7. محمود عبد العزيز	قلب واوعية دموية	ا م	قلب واوعية دموية
8. علاء سلامة	قلب واوعية دموية	ا م	قلب واوعية دموية
9. اسلام شحاتة	قلب واوعية دموية	ا م	قلب واوعية دموية
10. نادر قنديل	قلب واوعية دموية	استاذ	قلب واوعية دموية
11. محمد جودة	قلب واوعية دموية	استاذ	قلب واوعية دموية
12. رضوى عبدالله	قلب واوعية دموية	ا م	قلب واوعية دموية
13. مها السباعى	قلب واوعية دموية	استاذ	قلب واوعية دموية
14. خالد عبدالسلام	قلب واوعية دموية	استاذ	قلب واوعية دموية
15. اسلام الشربينى	قلب واوعية دموية	استاذ	قلب واوعية دموية
16. اشرف دويدار	قلب واوعية دموية	استاذ	قلب واوعية دموية
17. ليلى المغاورى	قلب واوعية دموية	استاذ	قلب واوعية دموية
18. احمد شوقى	قلب واوعية دموية	استاذ	قلب واوعية دموية
19. وليد العوضى	قلب واوعية دموية	استاذ	قلب واوعية دموية
20. محمد عبد الوهاب	قلب واوعية دموية	مدرس	قلب واوعية دموية
21. ندا حسن	قلب واوعية دموية	مدرس	قلب واوعية دموية
22. الاء وليد	قلب واوعية دموية	مدرس	قلب واوعية دموية
23. عبدالرحمن اسامة	قلب واوعية دموية	مدرس	قلب واوعية دموية
24. سماء نبيل	قلب واوعية دموية	مدرس	قلب واوعية دموية
25. رضوى خليل	قلب واوعية دموية	مدرس	قلب واوعية دموية
26. شيماء جمال	قلب واوعية دموية	ا م	قلب واوعية دموية
27. محمد عبد الهادى	قلب واوعية دموية	ا م	قلب واوعية دموية
28. على سعد	قلب واوعية دموية	استاذ	قلب واوعية دموية
29. ابراهيم محيبى	قلب واوعية دموية	مدرس	قلب واوعية دموية
30. احمد سامى فضالى محمود	جراحه قلب وصدر	ا م	جراحه قلب وصدر
31. احمد علوان محمد احمد	جراحه قلب وصدر	استاذ	جراحه قلب وصدر
32. احمد محمد امين بكرى	جراحه قلب وصدر	ا م	جراحه قلب وصدر

33. احمد محمد على دعبس	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
34. احمد محمود احمد شفيق	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
35. اسامة صابرعبدالعليم	جراحه قلب وصدر	**ا م**	جراحه قلب وصدر
36. الراضى كمال محمد	ا. متفرغ ج قلب وصدر	**ا م**	ا. متفرغ ج قلب وصدر
37. امانى جوده محمد ابراهيم	جراحه قلب وصدر	**ا م**	جراحه قلب وصدر
38. امير فاروق معوض عيد السيد	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
39. ايمن السيد احمد خليل	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
40. ايهاب صبحى رجب	جراحه قلب وصدر	**ا م**	جراحه قلب وصدر
41. ايهاب صبري علي احمد	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
42. تامر سالم محمد العوضى	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
43. دينا سعيد عبدالرحمن عبد العزيز	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
44. دينا محمد عثمان محمد حسين	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
45. سامح السيد سعيد السيد	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
46. عبد الله ابراهيم عبد الله رمضان	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
47. عبد المنعم عبد الظاهر طنطاوى	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
48. عبدالمجيدمحمدعبدالمجيد	جراحه قلب وصدر	**مدرس**	جراحه قلب وصدر
49. عصام الخضر عباس	جراحه قلب وصدر	**مدرس**	جراحه قلب وصدر
50. عصام سعد عبد الواحد	جراحه قلب وصدر	**مدرس**	جراحه قلب وصدر
51. علاء ابراهيم عبدالحفيظ	جراحه قلب وصدر	**مدرس**	جراحه قلب وصدر
52. على محمد رفعت على	جراحه قلب وصدر	**مدرس**	جراحه قلب وصدر
53. عمرو السيد توفيق ابراهيم	جراحه قلب وصدر	**ا م**	جراحه قلب وصدر
54. عمرو حسن منصور حسن	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
55. كريم محمد مدحت عبدالرازق	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
56. كمال محمد صلاح الدين عياط	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
57. مجدى كمال مباشر	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
58. محمد ابراهيم محمد الانور	جراحه قلب وصدر	**استاذ**	جراحه قلب وصدر
59. محمد سليم عبود قطب	الجراحه	**استاذ**	
60. محمد شحاته صالح عبد الفتاح	الجراحه	**ا م**	
61. محمد صلاح عبد المقصود المصري	الجراحه	**استاذ**	
62. محمد صلاح محمد	الجراحه	**استاذ**	

63. محمد عادل احمد صالح عطا	الجراحه	ا م	
64. محمد عادل محمد ابراهيم صقر	الجراحه	ا م	
65. محمد عباس حجازى	الجراحه	ا م	
66. محمد عبد الله ابو زيد خميس	الجراحه	استاذ	
67. محمد عبدالله امين احمد	الجراحه	استاذ	
68. محمد عزت عبدالمحسن محمد الجزار	الجراحه	ا م	
69. محمد على بغدادى على	الجراحه	استاذ	
70. محمد على مصطفى نصر	الجراحه	استاذ	
71. محمد فاروق امين محمود مجاهد	الجراحه	استاذ	
72. محمد فهمى حسن النمر	الجراحه	استاذ	
73. محمد محمد صلاح محمد	الجراحه	استاذ	
74. محمد محمود شحاتة محمد المكاوى	الجراحه	استاذ	
75. محمد محمود محمد الكيلانى الشرقاوي	الجراحه	استاذ	
76. محمد محمود مختار محمد	الجراحه	مدرس	
77. محمد مصطفى محمد غراب	الجراحه	مدرس	
78. محمد نجم عبدالغفار الشاذلى	الجراحه	مدرس	
79. محمود احمد فؤاد كامل مرغلى	الجراحه	مدرس	
80. محمود السيد جوده محمد	الجراحه	مدرس	
81. محمود رضا فوزي عبد المعطي	الجراحه	مدرس	
82. محمود عبد النبى سعيد محمد	الجراحه	ا م	
83. محمود عبده ياسين احمد	الجراحه	ا م	
84. محمود على الليثى سليمان	الجراحه	استاذ	
85. محمود محمد احمد سالم	الجراحه	مدرس	
86. محمود محمد محمد مهدى	الجراحه	ا م	
87. محمود وائل صلاح الدين عبد القادر	جراحه عامه	استاذ	
88. مرسى محمد مرسى مرسى عبد الخالق	الجراحه	ا م	
89. مصطفي بيومى محمد الشيته	الجراحه	استاذ	
90. مصطفى محمد خيرى السيد محمد	الجراحه	استاذ	
91. **مصطفى فتحى**	**اطفال**	ا م	
92. **د منى الشرقاوى**	**اطفال**	ا م	

93. د مى العطار	اطفال	استاذ	
94. د ايمان عبدالهادي	اطفال	ا م	
95. د مروة لطفى	اطفال	استاذ	
96. اد صفاء حمدى	اطفال	استاذ	
97. .	اطفال	ا م	
98. اد شريف الجبالى	اطفال	ا م	
99. اد طارق حامد	اطفال	ا م	
100. اد عبد الرازق الشيخ.	اطفال	استاذ	
101. اد وسام عبد المنعم	اطفال	استاذ	
102. .	اطفال	ا م	
103. اد مروة زكريا	اطفال	استاذ	
104. .	اطفال	استاذ	
105. د عصام	اطفال	استاذ	
106. د محمد عصام	اطفال	استاذ	
107. اد نرمين عبد المنعم	اطفال	استاذ	
108. د هشام سعد	اطفال	استاذ	
109. اد دينا توفيق	اطفال	استاذ	
110. د محمد حليم	اطفال	مدرس	
111. اد عاطف خليل	اطفال	مدرس	
112. اد محمد المالكى	اطفال	مدرس	
113. مصطفى فتحى	اطفال	مدرس	

Notes:

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content, reflecting a favorable academic environment that facilitates effective teaching and student engagement

1- كان تخصص أعضاء هيئة التدريس متوافقاً تماماً مع محتوى المقرر الدراسي. ، مما يعكس بيئة أكاديمية مواتية تُسهّل التدريس الفعال وتعزز تفاعل الطلاب.

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)	Total number of field training hours (if any)
5 weeks	53	140			

Weeks	Module Topics	Total Weekly Hours	Teaching hours	
			Theoretical	Clinical
1st	Cardiology keys in cardiovascular module	39	2	
	ECG basics (chamber enlargement/ IHD)		2	2
	Acute arterial occlusion& Trauma		2	2
	Pediatric cardiology sheet		1	2
	Mitral valve disease		1	2
	Heart failure		2	2
	Heart failure in Pediatrics		1	2
	ECG cards Chronic ischemia ECG cards			4 2 2
	History taking in adults			2
	General examination in adult cardiac patient			2
	Inspection/Palpation in adult cardiac patient			2
	Auscultation			2
2nd	Aortic valve disease	39	1	4
	Congenital Acyanotic heart disease		1	2
	Rheumatic fever in Pediatrics		1	2
	Av fistula		1	2
	Diabetic foot			2
	Aneurysm			2
	Acute Ischemia		1	2
	A cyanotic HD in Pediatrics OSCE cases		2	2 4
	OSCE cases Rheumatic fever in Pediatrics 2		 2	4 2
	TBL exam (Heart failure / pediatric heart failure / Mitral valve disease / AV fistula)		2	
3 rd	Chest x-ray interpretation	37	1	2
	Chronic angina		1	2

Weeks	Module Topics	Total Weekly Hours	Teaching hours	
			Theoretical	Clinical
	Acute coronary syndrome		1	2
	Congenital Cyanotic heart diseases		1	2
	D.D cyanosis		1	2
	Patient education RF-IHD		1	2
	Cyanotic heart diseases **Angina**		1 1	3
	Infective endocarditis **Flipped** **OSCE cases**		1 3	2 4
	Acute Coronary syndrome **Chest x ray**			2 2
4th	**Hypertension**	39	1	2
	Arrhythmia ECG and Management		1	4
	Pulmonary embolism		1	2
	Cardiac surgery		2	
	Pulmonary HPN		1	1
	Lymphatic disorders		1	2
	Cardiac Surgery			1
	HPN		1	2
	Syncope		1	3
	Pulmonary embolism **Arrhythmia/ Syncope** **OSCE cases**		1	2 2 2
	Pulmonary HPN		2	2
	Hypertension			2
5th	**Pericardial diseases**	39	1	2
	Myocardial disease		1	2
	Infective endocarditis		1	4
	Venous disorders		1	2
	Pediatric Investigations		1	2
	Myocardial diseases		1	2
	Pericardial diseases			2

Weeks	Module Topics	Total Weekly Hours	Teaching hours	
			Theoretical	Clinical
	Varicose veins			4
	Surgical emergencies		1	2
	Surgical emergencies 2			2
	Clinical revision			4
	Clinical revision			4
	Total	193		

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.

قام أعضاء هيئة التدريس بتقديم محتوى المقرر بعناية لضمان المواءمة السليمة بين الجوانب النظرية والعملية وعدد الأسابيع الدراسية المخصصة؛ ونتيجة لذلك، تم تغطية جميع الموضوعات المحددة في وثيقة مواصفات المقرر بنجاح ضمن الإطار الزمني المقرر. وعلاوة على ذلك، جرى تطبيق كافة استراتيجيات التدريس والتعلم الواردة في مواصفات المقرر - ولا سيما أساليب التعلم النشط - بفعالية، وذلك بهدف تعزيز تجربة التعلم لدى الطلاب ودعم تحقيق نواتج التعلم المستهدفة، مما ساهم في تحسين الأداء الأكاديمي للطلاب وتطورهم التعليمي الشامل.
هذا بالإضافة الى شرح المحتوى على مرحلتين مرحلة في صورة محاضرة لتثبيت الجانب العلمي وتخصيص وقت مماثل للتدريب العملي وعمل حصص مراجعات على التطبيق العملي بعد انتهاء الموديول مرة أخرى وذلك للتأكيد على المهارات العملية، وهذه المراجعة كانت إضافة للتدريس وللجداول هذا العام تلبيه لاحتياجات الطلاب. وتم رفع فيديوهات علمية على المنصة الخاصة بالطلاب أيضا لمراجعة المهارة العملية التي تم شرحها بصورة مستمر

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	**4/17/2025**	**35**	**35 SBA**	MLO1 Take a structured, patient centered history for common cardiovascular problems. MLO2: Record properly the taken structured patient centered history from cardiovascular disease patient. MLO3: Apply an empathic and holistic approach during history taking and examination of the patients with common cardiovascular problems . MLO4: Apply appropriate full physical examination to the patient with common cardiovascular problems. MLO5: Prioritize issues to be addressed when managing a cardiovascular patient. MLO6: Select the appropriate cost-effective investigations for cardiovascular patients.

				MLO7: Interpret the appropriately selected cost-effective investigations results for cardiovascular patients. MLO8: Define complex, uncertain, and ambiguous cases in cardiovascular patients. MLO9: Apply referral criteria for complex, uncertain, and ambiguous cases in cardiovascular patients. MLO10: Revise knowledge of the clinical and biomedical sciences relevant to the cardiovascular disorder at hand. MLO11: Use information technologies and library resources to help solving a cardiovascular problem based on evidence (EBM). MLO12 : Analyze the found data to solve the cardiovascular problem at hand. MLO13 :Integrate the results of cardiovascular history, physical examination and laboratory tests into a meaningful diagnostic formulation.
Final Written	**7/2/2025**	**70**	**SEQs /SBA**	
OSPE/OSCE	**7/5/2025**	**53**		
TBL	**3/18/2025**	**12**	**SBA**	MLO1 Take a structured, patient centered history for common cardiovascular problems MLO2 .Record properly the taken structured patient centered history from cardiovascular disease patient. MLO3 Apply an empathic and holistic approach during history taking and examination of the patients with common cardiovascular problems.
Flipped Sessions	**4/7/2025**	**5**	**SBA**	MLO8: Define complex, uncertain, and ambiguous cases in cardiovascular patients. MLO9: Apply referral criteria for complex, uncertain, and ambiguous cases in cardiovascular patients.

*** 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 hours Bylaw (2021) and the Faculty of Medicine assessment policies.

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

1-أُجريت عملية التقييم وفقاً للائحة النقاط الساعات(2021) وسياسات التقييم في كلية الطب.

2.استُخدمت مجموعة متنوعة من أساليب التقييم، بما في ذلك الاختبارات القصيرة وكانت تغطى بعض من أجزاء المقرر، والامتحانات النهائية التحريرية والتي تغطى مخرجات التعلم للمقرر، والامتحان العملي المنظم والموضوعي(OSCE) ، وذلك لتقييم مدى تحقيق الطلاب لمخرجات التعلم الخاصة بالمقرر الدراسي.
3.تم اعلام الطلاب بقوائم مرجعية لخطوات التقييم قبل الامتحان العملي ومرفقة بالتقرير

Student Assessment Results	
Number of students (who started the module):	**1810**
Number of students (who completed the module/ sat for the exam):	**1766**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**44**
Total number of students who passed the exams successfully:	**1664**
Percentage of success (out of the total number of students who sat for the final exam)	**94.2%**

Grade Distribution

Grade	A	B	C	D	F	F-
Number of students	**639**	**490**	**446**	**89**		
Percentage	**38.4%**	**29.4 %**	**26.8 %**	**5.3 %**		

Total number of students who failed the exams:	**102**
Percentage of failure (for the total number of students who took the final exam)	**5.7**

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:

Based on the data from our previous analysis, the passing rate for the Cardiovascular System (CVS) Disorder module in the 2024–2025 academic year showed a noticeable decline compared to the previous 2023–2024 cycle.

Here is a quick summary of the key shifts observed between the two years:

- **Drop-in Overall Passing Rate**: The general success rate was lower in 2024–2025, contrasting with the stronger, more stable performance of the prior year.
- **Shift in Grade Distribution:** There was a clear decrease in the percentage of students achieving top tiers (**A** and **B** grades).
- **Concentration in Lower Passing Grades**: A larger volume of students shifted into the C and D categories, alongside a slight increase in the failure rate.
- This specific decline was a primary driver behind establishing the recent Action Plan, which targets optimizing teaching density and enhancing hands-on laboratory sessions to help reverse this trend for the upcoming cohorts.

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
Timing of Evaluation:	At the end of the semester
Number of students who participated in the course evaluation	**500**
Important points of satisfaction	1- Clinical relevance of the module 2- interactive sessions 3- Organization of content 4- Integration between theoretical and practical learning
Important points of dissatisfaction	1- Limited exposure to real patients 2- Overcrowding during interactive sessions 3- The need for additional clinically oriented learning activities.

4. Staff Members Reflections

Faculty members reported that the module was delivered successfully and that the intended learning outcomes were generally achieved. Students showed good engagement in clinical teaching activities, including case-based discussions, Team-Based Learning (TBL), flipped classroom sessions, and clinical training.

Staff members considered the module content appropriate and relevant to the required clinical competencies. They highlighted the positive impact of interactive learning strategies on students' clinical reasoning, communication skills, teamwork, and professional development.

However, faculty members noted that opportunities for direct exposure to a sufficient variety of real clinical cases were somewhat limited during some clinical rotations. They recommended increasing patient-based learning opportunities and expanding the use of simulation activities to further enhance students' clinical skills and practical experience.

Staff members also recommended increasing formative assessment opportunities, implementing structured clinical assessment checklists, and providing regular feedback to support students' continuous learning and performance improvement

.....

5. Module Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

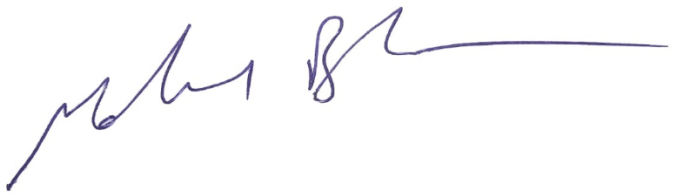
This module is being implemented for the first time under the Credit point Bylaw (2023). Therefore, there were no corrective or improvement actions from the previous year's plan related to this module. Any development actions will be based on the current year's implementation outcomes and student feedback.

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	Notes
1.	Increase clinical-based learning|	integrate additional case-based discussions and clinical scenarios into lectures and practical sessions|	Module Coordinator & Teaching Staff| Before next module implementation	
2.	Increase exposure to real patients	Organize structured bedside teaching sessions and clinical rounds in small groups	Clinical Teaching Team| Throughout module delivery|	
3.	Reduce overcrowding during interactive sessions	Divide students into smaller groups and increase the number of interactive sessions if feasible|	Module Coordinator & Academic Administration| Next academic year|	

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



Module Report

Academic Year:2024/2025 Semester: S6

1. Basic Information

Module Title (according to the bylaw):	**Nervous& Psychiatric Disorders**
Module Code (according to the bylaw):	BMS NP 2-1
Department/s that participated in the teaching:	Neurology- Neurosurgery-Psychiatry - Plastic surgery-Radiology- Tropical
Total number of credit points of the course:	7 Credit hours
Module Type:	Compulsory
The level to which the course was introduced:	S6
Academic Program:	3rd academic year
Faculty/Institute:	Bachelor of Medicine and Surgery (MBBCH)
University/Academy:	Faculty of Medicine
Name of Module Coordinator:	Zagazig university
Module Report Approval **(Attach the decision/minutes of the department /committee/council ....)**	
Date of approval of the course 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)
147	-	16	-

Instructor Name	Department	Academic degree	Specialty
1. اد امال المتيم	الامراض العصبية	استاذ	الامراض العصبية
2. اد سوسن عبد العزيز	الامراض العصبية	استاذ	الامراض العصبية
اد عمرو كامل	الامراض العصبية	استاذ	الامراض العصبية

3. اد ادهم اسماعيل	الامراض العصبية	استاذ	الامراض العصبية
4. اد مجدى عبد الحميد	الامراض العصبية	استاذ	الامراض العصبية
5. اد علاء عبد الغنى	الامراض العصبية	استاذ	الامراض العصبية
6. اد عادل سعيد	الامراض العصبية	استاذ	الامراض العصبية
7. اد دريه عبد الفتاح	الامراض العصبية	استاذ	الامراض العصبية
8. اد صباح لطفى	الامراض العصبية	استاذ	الامراض العصبية
9. اد حنان صلاح	الامراض العصبية	استاذ	الامراض العصبية
10. اد حنان صبرى	الامراض العصبية	استاذ	الامراض العصبية
11. اد خالد الشرقاوى	الامراض العصبية	استاذ	الامراض العصبية
12. اد كرم سليم	الامراض العصبية	استاذ	الامراض العصبية
13. اد وائل محمود	الامراض العصبية	استاذ	الامراض العصبية
14. اد احمد السيد بدوى	الامراض العصبية	استاذ	الامراض العصبية
15. اد رشا فهمى	الامراض العصبية	استاذ	الامراض العصبية
16. اد وفاء النحال	الامراض العصبية	استاذ	الامراض العصبية
17. اد ناهد شحتة	الامراض العصبية	استاذ	الامراض العصبية
18. اد هالة احمد حافظ	الامراض العصبية	استاذ	الامراض العصبية
19. اد بثينة رمضان	الامراض العصبية	استاذ	الامراض العصبية
20. اد وليد عاشور	الامراض العصبية	استاذ	الامراض العصبية
21. اد تامر صبرى	الامراض العصبية	استاذ	الامراض العصبية
22. اد منى عامر	الامراض العصبية	استاذ	الامراض العصبية
23. اد رانيا سند	الامراض العصبية	استاذ مساعد	الامراض العصبية
24. د محمد حمدى	الامراض العصبية	استاذ مساعد	الامراض العصبية
25. د نهى هاشم	الامراض العصبية	استاذ مساعد	الامراض العصبية
26. د انجى عماد الدين	الامراض العصبية	استاذ مساعد	الامراض العصبية
27. د شيماء العيدى	الامراض العصبية	مدرس	الامراض العصبية
28. د صباح السيد	الامراض العصبية	مدرس	الامراض العصبية
29. د وائل عبد الله	الامراض العصبية	مدرس	الامراض العصبية
30. د محمد حنفى	الامراض العصبية	مدرس	الامراض العصبية
31. د نانسى عبد الحميد	الامراض العصبية	مدرس	الامراض العصبية
32. د نهى سرحان	الامراض العصبية	مدرس	الامراض العصبية

33. د علياء عبد الخالق	**الامراض العصبية**	مدرس	**الامراض العصبية**
34. د رانيا محمد	**الامراض العصبية**	مدرس	**الامراض العصبية**
35. د غادة عبد الوهاب	**الامراض العصبية**	مدرس	**الامراض العصبية**
36. د ايمان عاطف	**الامراض العصبية**	مدرس	**الامراض العصبية**
37. د باكينام محمود	**الامراض العصبية**	مدرس	**الامراض العصبية**
38. د اسراء عبد الرشيد	**الامراض العصبية**	مدرس	**الامراض العصبية**
39. ا.د وائل المسلمى	**جراحةالمخ و الاعصاب**	**استاذ**	**جراحةالمخ و الاعصاب**
40. اد حسنى سلامة	**جراحةالمخ و الاعصاب**	**استاذ**	**جراحةالمخ و الاعصاب**
41. اد محمود مصطفى	**جراحةالمخ و الاعصاب**	**استاذ**	**جراحةالمخ و الاعصاب**
42. اد منصور مكية	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
43. اد محمد صلاح	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
44. اد عمرو البكرى	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
45. اد احمد على مرسى	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
46. اد مجدى الشيخ	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
47. اد محمد سمير	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
48. اد حسن اباظة	**جراحةالمخ و الاعصاب**	**استاذ مساعد**	**جراحةالمخ و الاعصاب**
49. د محمد رضا	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
50. د عنتر حجاج	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
51. د مؤنس شلبى	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
52. د ابراهيم متولى	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
53. د مصطفى الزهيرى	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
54. د اشرف الجلاد	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
55. د احمد الشرقاوى	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
56. د محمد البنا	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
57. د احمد عزت	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
58. د احمد سلامة	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
59. د عمر عزام	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
60. د محمد عزت	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
61. د احمد سرحان	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**
62. د محمود مجدى	**جراحةالمخ و الاعصاب**	مدرس	**جراحةالمخ و الاعصاب**

63. د احمد الطوخى	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
64. د احمد حمودة	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
65. د محمد ابو سليم	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
66. د صلاح صبرى	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
67. د راندا عبد الدايم	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
68. د محمد رمضان	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
69. د محمد شملول	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
70. د محمد عبده	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
71. د مروان نصر	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
72. د احمد بيومى	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
73. د احمد مسعود	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
74. د عبد الرحمن عنانى	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
75. د احمد الشبراوى	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
76. د حسن على	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
77. د محمد حسين	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
78. د احمد الزرقانى	**جراحةالمخ و الاعصاب**	معيد	**جراحةالمخ و الاعصاب**
79. اد محمود عبده	الباطنة العامة	استاذ	الباطنة العامة
80. اد السيد النحال	الباطنة العامة	استاذ	الباطنة العامة
81. اد هاني الصادق	الباطنة العامة	استاذ	الباطنة العامة
82. اد عمروشعبان	الباطنة العامة	استاذ	الباطنة العامة
83. اد ماجده محروس	الباطنة العامة	استاذ	الباطنة العامة
84. اد اشرف النجار	الباطنة العامة	استاذ	الباطنة العامة
85. اد هبه شفيق	الباطنة العامة	استاذ	الباطنة العامة
86. اد رضا كامل	الباطنة العامة	استاذ	الباطنة العامة
87. اد عزه حسن	الباطنة العامة	استاذ	الباطنة العامة
88. اد نيفين فؤاد	الباطنة العامة	استاذ	الباطنة العامة
89. اد نيرمين رشاد	الباطنة العامة	استاذ	الباطنة العامة
90. اد خالد هدهود	الباطنة العامة	استاذ	الباطنة العامة
91. اد خالد الحفناوي	الباطنة العامة	استاذ	الباطنة العامة
92. اد نفيسه محمد	الباطنة العامة	استاذ	الباطنة العامة

93. اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
94. اد هدي جوده	الباطنة العامة	استاذ	الباطنة العامة
95. اد هدي عبدالعزيز	الباطنة العامة	استاذ	الباطنة العامة
96. اد فيروز عثمان	الباطنة العامة	استاذ	الباطنة العامة
97. اد السيد العنانى	الباطنة العامة	استاذ	الباطنة العامة
98. اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
99. اد خالد البنا	الباطنة العامة	استاذ	الباطنة العامة
100. اد اماني ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
101. اد اميره ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
102. اد ياسر النجار	الباطنة العامة	استاذ	الباطنة العامة
103. اد ميادة موسى	الباطنة العامة	استاذ	الباطنة العامة
104. اد نجوي سامي	الباطنة العامة	استاذ	الباطنة العامة
105. اد مروان الجوهرى	الباطنة العامة	استاذ	الباطنة العامة
106. اد محمد سلام	الباطنة العامة	استاذ	الباطنة العامة
107. اد شادى شاكر	الباطنة العامة	استاذ	الباطنة العامة
108. اد عرفه الشبراوي	الباطنة العامة	استاذ	الباطنة العامة
109. اد محمود حسنى	الباطنة العامة	استاذ مساعد	الباطنة العامة
110. اد تامر جوده	الباطنة العامة	استاذ مساعد	الباطنة العامة
111. اد ايمن رياض	الباطنة العامة	استاذ مساعد	الباطنة العامة
112. د محمد جمال خليفة	الباطنة العامة	استاذ مساعد	الباطنة العامة
113. د وليد عطية	الباطنة العامة	استاذ مساعد	الباطنة العامة
114. د احمد اسماعيل	الباطنة العامة	استاذ مساعد	الباطنة العامة
115. د محمد جمال الشامى	الباطنة العامة	استاذ مساعد	الباطنة العامة
116. د احمد القللي	الباطنة العامة	استاذ مساعد	الباطنة العامة
117. د احمد المنشاوى	الباطنة العامة	استاذ مساعد	الباطنة العامة
118. د ايمن فريد	الباطنة العامة	استاذ مساعد	الباطنة العامة
119. د عمرو اللبان	الباطنة العامة	استاذ مساعد	الباطنة العامة
120. د نشوي دراز	الباطنة العامة	مدرس	الباطنة العامة
121. د محمد جمال خليفة	الباطنة العامة	مدرس	الباطنة العامة
122. د شيماء عبد المنعم	الباطنة العامة	مدرس	الباطنة العامة

123.	د احمد نعمان	الباطنة العامة	مدرس	الباطنة العامة
124.	د مايكل ادوارد	الباطنة العامة	مدرس	الباطنة العامة
125.	د محمد عبد المعبود	الباطنة العامة	مدرس	الباطنة العامة
126.	د احمد المنشاوى	الباطنة العامة	مدرس	الباطنة العامة
127.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
128.	د محمد عبد المعبود	الباطنة العامة	مدرس	الباطنة العامة
129.	د نهى اسامه	الباطنة العامة	مدرس	الباطنة العامة
130.	د محمد عبد العظيم	الباطنة العامة	مدرس	الباطنة العامة
131.	د رودليا مسلم	الباطنة العامة	مدرس	الباطنة العامة
132.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
133.	د مصطفى محمود	الباطنة العامة	مدرس	الباطنة العامة
134.	د رضا الخضرى	الباطنة العامة	مدرس	الباطنة العامة
135.	د سمر محسيب	الباطنة العامة	مدرس	الباطنة العامة
136.	اد رافت عبد الطيف	جرحة التجميل	استاذ	جرحة التجميل
137.	اد احمد محمد على	جرحة التجميل	استاذ	جرحة التجميل
138.	اد احمد ابو هاشم عزب	جرحة التجميل	استاذ	جرحة التجميل
139.	اد محمد رضا	جرحة التجميل	استاذ	جرحة التجميل
140.	اد محمد نصر	جرحة التجميل	استاذ	جرحة التجميل
141.	اد محمود عبد النبى	جرحة التجميل	استاذ	جرحة التجميل
142.	د محمود السيد جودة	جرحة التجميل	مدرس	جرحة التجميل
143.	د محمد حامد ابراهيم	جرحة التجميل	مدرس	جرحة التجميل
144.	د هشام ابو العزم	جرحة التجميل	مدرس	جرحة التجميل
145.	د عمرو احمد مجدى	جرحة التجميل	مدرس	جرحة التجميل
146.	د منى جلال شاهين	جرحة التجميل	مدرس	جرحة التجميل
147.	د احمد محمد على نور	جرحة التجميل	مدرس	جرحة التجميل
148.	د عمرو احمد مجدى	جرحة التجميل	مدرس	جرحة التجميل
149.	اد مهاب منير فوزى	الامراض النفسية	استاذ	الامراض النفسية
150.	اد نيللى رافت	الامراض النفسية	استاذ	الامراض النفسية
151.	اد امانى الشبروای	الامراض النفسية	استاذ	الامراض النفسية
152.	اد غادة صلاح الدين	الامراض النفسية	استاذ	الامراض النفسية

153.	اد رحاب سعيد	الامراض النفسية	استاذ	الامراض النفسية
154.	اد شيماء ابراهيم امين	الامراض النفسية	استاذ مساعد	الامراض النفسية
155.	اد محمد نجم	الامراض النفسية	استاذ	الامراض النفسية
156.	اد محمد عبد الغنى	الامراض النفسية	استاذ	الامراض النفسية
157.	اد هيام الجوهرى	الامراض النفسية	استاذ	الامراض النفسية
158.	د فايزة حسين	الامراض النفسية	مدرس	الامراض النفسية
159.	د احمد عبد الله	الامراض النفسية	استاذ مساعد	الامراض النفسية
160.	د ميرهان عزت	الامراض النفسية	مدرس مساعد	الامراض النفسية
161.	د مارى عادل	الامراض النفسية	مدرس	الامراض النفسية
162.	د الاء زايد	الامراض النفسية	مدرس	الامراض النفسية
163.	د لاميس إبراهيم	الامراض النفسية	مدرس	الامراض النفسية

Notes (if any):

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content. The student to staff ratio was approximately 1:12 reflecting a favorable academic environment that facilitates effective teaching and student engagement
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 and each group subdivided into 8-10 subgroups 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.

1- كان تخصص أعضاء هيئة التدريس متوافقاً تماماً مع محتوى المقرر الدراسي. وقد بلغت نسبة الطلاب إلى أعضاء هيئة التدريس حوالي 1:12، مما يعكس بيئة أكاديمية مواتية تُسهّل التدريس الفعال وتعزز تفاعل الطلاب.

2-أُسندت بعض من مهام الجلسات العملية إلى معاوني أعضاء هيئة التدريس بناءً على كفاءتهم وخبرتهم وخلفيتهم القوية في تقديم التدريب العملي للطلاب. وذلك لإكسابهم مهارة وخبرة من أعضاء هيئة التدريس اثناء الموديول

3-قُسّم الطلاب إلى مجموعات (أ، ب، ج)، وجرى تقسيم كل مجموعة منها إلى 8-10 مجموعات فرعية؛ وذلك لضمان ملاءمة حجم المجموعات لطبيعة المقرر وتلبية الاحتياجات التعليمية والعملية للطلاب. وقد أتاح هذا التنظيم تطبيقاً فعالاً لاستراتيجيات التدريس والتعلم النشط، كما عزز من تفاعل الطلاب خلال الجلسات العملية.

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)**
5 weeks	**53**	**140**	**-**	**-----**	**-**

Week #	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours	
			Theoretical	Clinical/Practical Training
1st	Introduction	38	2	2
	Head Trauma		2	2
	schizophrenia		2	2
	Spine Trauma		2	2
	MSE		1	2
	Neurological History			2
	Speech & Mental Status examination			2
	Cranial nerves examination 1			2
	Cranial nerves examination 2			2
	Schizophrenia		1	2
	Motor Examination 1			2
	Motor Examination 2			2
	Sensory System Examination			2
	Peripheral Neuropathy			2
2nd	Peripheral nerves injuries	38	2	2
	Paraplegia		1	2
	Paraplegia case			2
	Mood disorders		2	2
	Degenerative spine disorders			2
	Stroke & Hemiplegia		2	2
	Hemiplegia case			2
	Anxiety		2	2
	Hemorrhagic Stroke			2
	Epilepsy		1	2
	Tetanus			2
	PTSD			2
	OCD			2
	CNS Tumor 1			2
3rd	Demyelinating diseases	39	2	2
	Co-ordination examination			2
	MS case			2
	SUD			2
	Ataxia		2	2
	Ataxia Case			2
	Radiological Anatomy			2
	CNS Tumor 2		2	2
	Muscles diseases		2	1
	Myopathy Case			2
	Hydrocephalus		2	1
	Headache			3
	Meningitis			2
	Radiology: Stroke			2

	CNS Tumor 3			2
4th	**Geriatric**	36	1	2
	Geriatric Case scenario			4
	Epilepsy 2		2	2
	Extra pyramidal disorders 1			4
	Radiology: infections			4
	Radiology: Tumors			4
	Extra pyramidal disorders 2		2	2
	Congenital anomalies-		2	2
	Motor Neuron diseases		2	2
	Cerebral Abscess		2	2
5th	**TBL**	37	2	
	Gait examination			2
	Neurosurgical infection		2	2
	Surgical Functional- neurosurgery 1		2	2
	Surgical Functional- neurosurgery 2		2	2
	Radiological : Trauma			2
	Encephalitis		2	2
	Nutritional Peripheral Neuropathy		2	2
	Revision 1(Neurology) .			4
	Revision 2 (Psychiatry)			4
	Revision 2 (Neurosurgery)			3
	Total	193		

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

However, during course implementation, a few sessions required adjustment as the allocated time was either insufficient or more than necessary for the planned content. Additionally, due to unforeseen emergency circumstances, some sessions were delivered as interactive online sessions instead of face-to-face sessions. These modifications ensured continuity of teaching while maintaining student engagement and achievement of the intended learning outcome

قام أعضاء هيئة التدريس بتقديم محتوى المقرر بعناية لضمان المواءمة السليمة بين الجوانب النظرية والعملية وعدد الأسابيع الدراسية المخصصة؛ ونتيجة لذلك، تم تغطية جميع الموضوعات المحددة في وثيقة مواصفات المقرر بنجاح ضمن الإطار الزمني المقرر. وعلاوة على ذلك، جرى تطبيق كافة استراتيجيات التدريس والتعلم الواردة في مواصفات المقرر - ولا سيما أساليب التعلم النشط - بفعالية، وذلك بهدف تعزيز تجربة التعلم لدى الطلاب ودعم تحقيق نواتج التعلم المستهدفة، مما ساهم في تحسين الأداء الأكاديمي للطلاب وتطورهم التعليمي الشامل.

هذا بالإضافة الى شرح المحتوى على مرحلتين مرحلة في صورة محاضرة لتثبيت الجانب العلمي وتخصيص وقت مماثل للتدريب العملي وعمل حصص مراجعات على التطبيق العملي بعد انتهاء الموديول مرة أخرى وذلك للتأكيد على المهارات العملية، وهذه المراجعة كانت إضافة للتدريس وللجداول هذا العام تلبيه لاحتياجات الطلاب. وتم رفع فيديوهات علمية على المنصة الخاصة بالطلاب أيضا لمراجعة المهارة العملية التي تم شرحها بصورة مستمر

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	**5/11/2025**	**35**	**35 SBA**	MLO11: Integrate history, exam findings, and investigation values into a concise diagnostic formulation and localization statement. MLO 12: Analyze the found data to solve the common Nervous disorders and Psychiatric diseases MLO13: Integrate the results of Nervous and Psychiatric cases, history, physical examination and laboratory tests into a meaningful diagnostic formulation MLO 17: Establish patient centered management plans using Evidence based medicine in management decisions in patients with common Nervous disorders and Psychiatric diseases MLO35: Identify drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication in management of common Nervous disorders and Psychiatric diseases MLO 36; Integrate basic sciences specific practical skills and procedures relevant to future practice and with the interpretation of common diagnostic modalities, including: imaging, laboratory assays, pathologic studies, and functional assessment tests in common Nervous disorders and Psychiatric diseases
Final Written	**6/1/2026**	**70**	**- 35 SEQs** **- 35 SBA**	MLO6: Select the appropriate cost-effective investigations for common obstetric disorders MLO7: Interpret the investigations results for common Nervous and Psychiatric diseases MLO10; Define complex, uncertain, and ambiguous cases in female obstetric diseases MLO11: Integrate history, exam findings, and investigation values into a concise diagnostic formulation and localization statement. MLO 12: Analyze the found data to solve the common Nervous disorders and Psychiatric diseases MLO13: Integrate the results of Nervous and Psychiatric cases, history, physical examination and laboratory tests into a meaningful diagnostic formulation MLO 17: Establish patient centered management plans using Evidence based medicine in management decisions in patients with common Nervous disorders and Psychiatric diseases

				MLO 36; Integrate basic sciences specific practical skills and procedures relevant to future practice and with the interpretation of common diagnostic modalities, including: imaging, laboratory assays, pathologic studies, and functional assessment tests in common Nervous disorders and Psychiatric diseases
OSPE/OSCE	**6/1/2026**	**53**		**MLO1:** Take a structured, patient centered . history for common obstetric diseases MLO2; Record properly the taken Nervous and psychiatric disorders history MLO3: Apply an empathic and holistic approach during history taking and examination of the patients with common Nervous and psychiatric disorders MLO4: Apply appropriate full physical examination to the patient with common obstetric diseases MLO 8: Interpret neuroimaging reports, lab assay values, and cerebrospinal fluid analytics. MLO9: Apply underlying neuroanatomy, neurophysiology, and pathology to localize lesions and formulate differential diagnoses. MLO11: Integrate history, exam findings, and investigation values into a concise diagnostic formulation and localization statement. MLO 12: Analyze the found data to solve the common Nervous disorders and Psychiatric diseases MLO13: Integrate the results of Nervous and Psychiatric cases, history, physical examination and laboratory tests into a meaningful diagnostic formulation
TBL	**5/6/2025**	**12**	**MCQ**	MLO 8: Interpret neuroimaging reports, lab assay values, and cerebrospinal fluid analytics.. MLO11: Integrate history, exam findings, and investigation values into a concise diagnostic formulation and localization statement. MLO 12: Analyze the found data to solve the common Nervous disorders and Psychiatric diseases MLO13: Integrate the results of Nervous and Psychiatric cases, history, physical examination and laboratory tests into a meaningful diagnostic formulation MLO 17: Establish patient centered management plans using Evidence based medicine in management decisions in patients with common Nervous disorders and Psychiatric diseases

				MLO39: Practice effective leadership skills in learning & virtual clinical contexts for common female obstetric diseases MLO40: evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. MLO 41: Document group communications in learning & virtual clinical contexts in common female reproductive system diseases.
Flipped Sessions	**5/5/2025**	**5**	**One case**	.MLO11: Integrate history, exam findings, and investigation values into a concise diagnostic formulation and localization statement. MLO 12: Analyze the found data to solve the common Nervous disorders and Psychiatric diseases MLO40: evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. MLO 41: Document group communications in learning & virtual clinical contexts in common female reproductive system diseases

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

1. The assessment process was conducted in accordance with the Credit Hours Bylaw (2021) and the Faculty of Medicine assessment policies.
2. A variety of assessment methods were used, including quizzes, final written examinations, OSPE, Team-Based Learning (TBL) activities, 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 hours Bylaw (2021).

Overall, the assessment methods provided appropriate opportunities to evaluate students' knowledge, clinical skills, and professional performance and were aligned with the intended learning outcomes of the module.

-أُجريت عملية التقييم وفقاً للائحة النقاط المعتمدة (2021) وسياسات التقييم في كلية الطب.

2.استُخدمت مجموعة متنوعة من أساليب التقييم، بما في ذلك الاختبارات القصيرة وكانت تغطى بعض من أجزاء المقرر، والامتحانات النهائية التحريرية والتي تغطى مخرجات التعلم للمقرر، والامتحان العملي المنظم والموضوعي(OSPE) ، وذلك لتقييم مدى تحقيق الطلاب لمخرجات التعلم الخاصة بالمقرر الدراسي.

3.تم اعلام الطلاب بقوائم مرجعية لخطوات التقييم قبل الامتحان العملي ومرفقة بالتقرير

Student Assessment Results	
Number of students (who started the module):	**1806**
Number of students (who completed the module/ sat for the exam):	**1765**

Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**41**
Total number of students who passed the exams successfully:	**1726**
Percentage of success (out of the total number of students who sat for the final exam)	**%97.45**

Grade Distribution

Grade	A	B	C	D	F	F-
Number of students	845	576	260	39		45
Percentage	%47.8	%32.6	%14.7	2.2		2.5

Total number of students who failed the exams:	**45**
Percentage of failure (for the total number of students who took the final exam)	**2.5%**

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** **.**

Item	Comment
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**
Number of students who participated in the course evaluation	**644**
Percentage of participants to the total number	**39.8%**
Important points of satisfaction	Students reported that: • Course objectives were clearly stated at the beginning of the semester. • Course requirements and expectations were adequately communicated. • Content was logically organized and sequenced. The module covered essential neurological and psychiatric topics relevant to the curriculum Students expressed positive perceptions regarding: • Teaching methods employed by faculty members. • Clarity of explanations. • Use of practical examples during lectures. • Opportunities for student participation and discussion. Students indicated that the module successfully: • Improved understanding of neurosciences and psychiatric disorders. • Enhanced analytical and clinical reasoning skills. • Linked theoretical knowledge to practical applications. • Increased awareness of future clinical relevance. Student responses demonstrated general satisfaction with assessment methods. • Examination questions reflected taught content. • Assessment methods were appropriate. • Evaluation criteria were generally clear • Respectful interaction between staff and students. • Supportive atmosphere for learning.
Important points of dissatisfaction	• Students reported insufficient time for revision and preparation before the final examination due to the intensive teaching schedule. • The number of real clinical cases available for student training could be increased, particularly in specialties such as Neurosurgery, Psychiatry, and Plastic Surgery, where teaching was largely dependent on videos, images, and radiological presentations rather than direct patient exposure.

Item	Comment
	• Students recommended including self-assessment questions, case-based discussions, and sample examination questions within the module textbook to facilitate learning and examination preparation.

4. Staff Members Reflections

4. Staff Members' Reflections on the Nervous Disorders Module

The teaching staff expressed several observations regarding the implementation of the Nervous Disorders module during the current academic cycle.

Teaching Facilities and Learning Environment

1. The teaching halls and practical training rooms require further development and modernization to provide a more effective learning environment.
2. Some venues are overcrowded during sessions, which affects student engagement and the quality of interaction.

Student Attendance and Engagement

1. There was a noticeable low attendance rate in theoretical lectures, despite the importance of these sessions for building core knowledge.
2. Faculty members suggested enhancing student motivation and monitoring attendance more effectively.

Teaching Methods and Session Organization

1. The number of students in practical sections is too high, making it difficult to ensure effective hands-on training and individualized feedback.
2. Faculty members recommended reducing the number of online sessions and increasing face-to-face lectures and practical activities to improve interaction and clinical skill acquisition.

Additional Reflections and Recommendations

1. Increasing the availability of real clinical cases during practical training would enhance students' clinical exposure.
2. Assessment scheduling should allow sufficient time between teaching completion and examinations for student revision.
3. Regular faculty development workshops on interactive teaching methods and blended learning strategies would support continuous improvement of the module.

Overall, the staff acknowledged the strong academic value of the module but emphasized the need for improvements in facilities, scheduling, student engagement, and practical training organization to optimize learning outcomes.

4- Module development plan

(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.	Manage large student numbers in teaching sessions (lectures, practical classes, and TBL)	Divide students into two groups and schedule sessions in parallel or rotated groups to reduce overcrowding and improve interaction	Split students into two groups and conduct parallel or rotating sessions according to the timetable and room capacity	Curriculum Committee, Vice Dean for Education and Student Affairs	Requires coordination of the timetable and room allocation
2.	Enhance portfolio implementation and submission process	Ensure clear scheduling of portfolio submission earlier in the module and provide continuous monitoring of student compliance	Adjust the academic calendar and send reminders for early submission	Portfolio Mentors, Committee, Curriculum Committee	To reduce overlap with the examination period
3.	Strengthen clinical teaching activities and hands-on training	Increase number of clinical cessions ,	Increase number of clinical cases of neurosurgical disorders, psychiatric disorders	Head of Department, Teaching Staff	Requires the availability of resources and coordination

م	النقاط التي تحتاج إلى تطوير أو تحسين	الإجراءات / التصحيحية إجراءات التحسين	آليات التنفيذ	مسؤول التنفيذ	ملاحظات
1	التعامل مع الأعداد الكبيرة من الطلاب في الجلسات التعليمية المحاضرات، والدروس) العملية، وجلسات التعلم القائم على الفريق TBL).	تقسيم الطلاب إلى مجموعتين وتنظيم الجلسات بالتوازي أو بالتناوب لتقليل التكدس وتحسين التفاعل.	تنفيذ الجلسات بالتوازي أو بالتناوب وفقًا للجدول الدراسي والسعة الاستيعابية للقاعات.	لجنة المنهج، ووكيل الكلية لشؤون التعليم والطلاب.	يتطلب التنسيق بين الجداول الدراسية وتوزيع القاعات.
2	تعزيز أنشطة التعليم الإكلينيكي والتدريب العملي المباشر.	زيادة عدد جلسات التدريب الإكلينيكي.	زيادة عدد الحالات الإكلينيكية المتاحة للتدريب، خاصة حالات جراحة المخ والأعصاب والاضطرابات النفسية.	رؤساء الأقسام المعنية وأعضاء هيئة التدريس.	يتطلب توفير الموارد والإمكانات اللازمة والتنسيق.

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: **Kidney and urogenital disorders**
- Module Code:
- Year: 2024/2025
- Semester: **S6**
- Credit hours: **7**
- Module contact hours: **90**
- Module Coordinator: **Dr. Heba Selim**

Name of Module management team	Department	Task	Contact number
Dr. Heba Selim	Dermatology, venereology & andrology	**E-learning coordination**	*01013707364*
Dr. Mohamed El Taher	*Pediatrics*	**Course document coordination**	*01000333966*
Dr. Mohamed El Taher	*Pediatrics*	**Course timetable &halls distribution preparation**	*01000333966*
Dr. Mostafa Mahmoud	Internal medicine	**Students' attendance sheets preparation**	*01017287608*
Dr. Kareem Mahmoud Taha	Urology	**Students' assessment coordination**	*01220565349*

B- Statistical Information

- No. of students attending the module: 1805 , Percent: 100
- No. of students completing the module: , Percent:
- No. of students attending exam: 1737 , percent: 96,23
- **Results:**

No. of Passed students: 1696 , Percent: 97,6
No. of Failed students 42 , Percent: 2,4

- **Grading of successful students:**

Excellent: No: 884 , Percent: 50,8
Very Good: No: 489 , Percent: 28,15
Good;NO; 294 , percent :16,92
acceptable ;NO, 28 , Percent 1,6

C- Professional Information

1- Module teaching

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

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

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

Reasons in detail for not teaching any topic:

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

3- Teaching and learning methods:

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

4- Student assessment:

A. Formative assessment

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

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

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

B. Summative assessment

What were the methods and tools?

During the module: mid module quiz

Final module exam:

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

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

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

5- Examination committee:

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

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 CPU in the teaching halls are not working probably.

7- Administrative constraints

List any difficulties encountered: none

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication *
2. Written comments
3. Surveys

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

Faculty members and assistants' evaluation of the module

Done by (select the used method):

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

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

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

9- Comments from external evaluator(s):

Comments	Response of MM team

10- Module enhancement:

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

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

11- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible
Revision and necessary update to curriculum	September 2025	Curriculum committee amd MMT

Name	Signature	Heads of the shared departments	Signature
Dr. Kareem Mahmoud Taha		**Prof. Lotfy Bendary**	
Dr. Mostafa Mahmoud		**Prof. Ezzat Mostafa**	
Dr. Mohamed El Taher Mohamed		**Prof. Osama Elsafy**	
Dr. Heba Selim		**Prof Mohamed Khater**	

Semester coordinator : **signature**

Date: / / 2025