Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Endocrine disorders modules**
- Module Code: BMS EN2-2
- Year: **2024- 2025**
- Semester: **S9**
- Credit hours: 6 **hours**
- Module contact hours: **90 hours**
- Module Coordinator: Dr**. Ahmed gamal**
- Module Management Team:

Task	Department	Name
E-learning coordination	Internal medicine	Ahmed gamal
Course documents coordination	Internal medicine	Azza hassan
Course Timetable & halls distribution preparation	Ophthalmogy& family medicine	Yasmine deiaa&rasha bahaa
Students' attendance sheets preparation	Community & pediatric	Aml elwan & mohamed abd elraaof

B- Statistical Information:

- No. of students attending the module:1361**,** Percent: **100%**
- No. of students completing the module: 1345, Percent: 98.8%
- Absent students: 15, Percent 1.1%
- Prohibited students:1, Percent: 0.1%
- **Results:**
  - No. of Passed students: 1329, Percent: 98.8 %
  - No. of Failed students: 16, Percent: 1.2. %

- **Grading of successful students:**
  - Excellent: No. : 1018 Percent: 76.6%
  - Very Good: No.: 228 Percent: 17.2%
  - Good: No. : 75 Percent: 5.6%
  - Pass: No. : 8 Percent: 0.6%
  - A comparative evaluation of the academic results between the 2023–2024 and 2024–2025 academic years demonstrates a stable baseline success rate alongside a notable shift in grade distribution. The overall student pass rate remained relatively steady, experiencing only a marginal decrease of 1 % (from 99.8% to 98.8%).

- This relatively lower success rate may be due to the teaching hours in the timetable were not enough and insufficient engagement in learning activities during the module.

C- Professional Information

1- Module teaching

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

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

3- Teaching and learning methods:

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

- Enhance presentation skills of students		
-Allow acquisition of clinical skills by students	Clinical/practical sessions	6.

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
  - Throughout the module during flipped learning and small group sessions by using case scenario discussions.
- **What went well?**
  Sessions went well with active participation of students

B. Summative assessment

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

During the module:

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

Final module exam

- End module examination in the form of quiz.
- Final examination :Written examination (short essay- short questions- MCQ), and Clinical exam (OSCE)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change and the reasons for it** (None)
- **If there were any change in the methods planned for student assessment indicating the change(s) and the reasons for them.** (none)
- **Explain if there were any unusual events or circumstances that might have affected the grade distribution.**
  (None)

5- Examination committee:

Head: Prof: Ezzat mostafa

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: (none)

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
Sometimes, the rooms were overcrowded.	- Change the halls sometimes

9- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

Response of MMT	List any criticism
- The weights of the subjects in the module should be revised since the actual contact hours were enough for teaching the needed materials	- The actual contact hours are less than the supposed contact hours because of the timetable**.** - The teaching hours in the timetable are not enough**.** - The timetable was condensed.

10- Action plan for academic year 2023/2024y

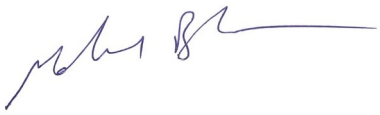
Person responsible	Completion date	Actions required
Dean and Curriculum Committee	**By the academic year 2025-2026**	- The weights of the subjects in the module should be revised since the actual contact hours were enough for teaching the needed materials

Signature	Head of Responsible Department:	Name

Faculty of Medicine
Zagazig University

	Prof.Dr: Ezzat mostafa	

DATE 15/10/2025



Module Report

Academic Year:2024-2025 Semester: S9

1. Basic Information

Module Title (according to the bylaw):	**Digestive System Disorders**
Module Code (according to the bylaw):	BMS DI 2-1
Department/s that participated in the teaching:	Pediatrics- Medical Surgery-Internal medicine - Toxicology-Radiology-Hepatology,Gastroenterology and infectious diseases department
Total number of credit points of the module:	**8**
Module Type:	**Compulsory**
The level to which the module was introduced:	S9 5th academic year
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty:	**Faculty of Medicine**
University:	**Zagazig University**
Name of Module Coordinator:	
Date of approval of the module report	15/10/2025

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
274	none	0	none

Instructor Name	Department	Academic degree	Specialty
1. اد دينا شكري 2. **اد سعيد مرسي** 3. **د دينا توفيق** 4. اد محمد سند. اد ايهاب البنا. 5. اد هديل عبد الرحمن 6. اد تامر حسان. 7. اد ليلى رسلان	**Pediatric**	**Professor**	

8. اد هاني السيد 9. اد محمد حامد. 10. اد اسامة الخولي. 11. اد حاتم حسين 12. اد صفاء حمدي 13. اد سناء محمد. 14. اد شريف الجبالي. 15. اد طارق حامد. 16. اد سهام فتحي 17. اد ايمان هنداوي. 18. اد عزت كامل. 19. اد عبد الرازق الشيخ 20. اد محمد عثمان 21. اد ايهاب رشيد 22. اد حسام السعدني. 23. اد دعاء يوسف 24. د ميرفت عطفي 25. د محمد عرفه 26. د محمد محمد عبد السلام 27. د وسام عبد المنعم. 28. د اسامه طه عامر. 29. د ايمان المغازي 30. د اشجان الغباشي. 31. د رباب البهيدي. 32. د احمد عبد الصمد. 33. د حسام كمال. 34. د سعاد شديد. 35. د محمد المالكي			
36. د مروة لطفي **37.** د صهباء فهر **38.** د منى حامد **39..** د غاده محمد **40.** د اماني عبد العزيز **41.** د يوسف الدمسيسي **42.** د عمرو ابراهيم **43.** د مها نوح	**Pediatric**	**Assistant Professor**	
44. د اسماء ابراهيم **45.** د شروق نافع **46.** د امل السعيد الجوهري **47.** د محمد الطاهر محمد **48.** د سمر السيد **49.** د اسلام عادل **50.** د محمد رجب **51.** د هالة محمد امين **52.** د محمد عبد الحليم **53.** د ايمان عبد الهادي **54.** د محمد عصام الدين احمد **55.** د هشام سعد محمد	**Pediatric**	**Lecturer**	

56. اد محمود عبده 57. أ.د خالد هدهود 58.أ.د ايهاب سالم 59. أ.د محمد حسن 60.أ.د فوزي المسلمي 61.أ.د أسامة باشا 62.أ.د أميرة شكري 63.أ.د أحمد فتحي 64.أ.د عرفة الشبراوي 65.أ.د علاء فرج 66.أ.د أيمن فتحي 67.أ.د جيهان سعيد 68.أ.د حازم العشماوي 69.أ.د حاتم سالم 70.أ.د عبد الله نوارة 71.أ.د مدحت ابراهيم 72.أ.د هالة علام 73.أ.د غادة سمير 74.أ.د سعيد البرشومي 75.أ.د مبروك اسماعيل 76.أ.د ايهاب فوزي 77.أ.د اميرة أحمد 78.أ.د أماني ابراهيم 79.أ.د خالد الحفناوي 80. اد السيد النحال 81. اد هاني الصادق 82.اد عمروشعبان 83. اد ماجده محروس 84. اد اشرف النجار 85.اد محمد سلام 86.اد ياسر النجار 87.اد ايمن رمضان 88.اد خالد البنا 89. اد هدي عبدالعزيز 90. اد نجوي سامي 91. اد نفيسه محمد 92.اد هدي جوده 93.اد فيروز عثمان 94. اد ميادة موسى 95. أ.د أحمد العجرودي 96. أ.د حسن محمود 97.أ.د ابراهيم سالم	**Internal medicine**	**Professor**	
98. اد السيد العنانى 99. اد عزه حسن 100.اد نيفين فؤاد 101. أ.د اسامة رجب 102.أ.د سعيد عبد الباقي 103.اد مروان الجوهرى 104.اد ايمن رياض	**Internal medicine**	**Assisstant professor**	

105.اد تامر جوده 106. اد محمود حسنى 107.اد شادى شاكر 108.اد رضا كامل			
109. د رامي عادل 110.د رضا الخضري 111.د احمد فرج 112.د محمد جمال خليفة 113. د وليد عطية 114.د احمد اسماعيل 115.د محمد جمال الشامى 116.د احمد القللي 117.د احمد المنشاوى 118.د ايمن فريد 119.د عمرو اللبان 120.د نشوي دراز 121.د زينب ماهر 122.د شيماء عبد المنعم 123.د احمد نعمان 124.د مايكل ادوارد 125.د نيرمين سعد 126.د احمد المنشاوى 127.د احمد عاطف 128.د احمد محمود محمد 129.د نهى اسامه 130.د محمد عبد العظيم 131. د رودليا مسلم 132.د احمد عاطف 133.د مصطفى محمود 134.د طارق الأسود 135.د سمر محسيب	**Internal medicine**	**Lecturer**	
136.اد هاله اسماعيل محمد 137. اد شريف محمد جلال 138.اد جيهان احمد شوقى 139.اد طلعت فتحى علي 140.اد محمد ابراهيم مجدى 141.اد تغريد محمد عبدالله 142.اد نجلاء عبد المنعم 143.اد سامح محمود 144.اد ابراهيم محمد ابراهيم	**Hepatology & gastrointerology**	**Professor**	
145.دعماد عبد الحميد 146. د كمال احمد 147.د نبيله حسن 148.د احمد لطفى 149.د احمد سعيد 150. د رامى ابراهيم	**Hepatology & gastrointerology**	**Assisstant professor**	
151.داحمد ابو الخير 152.د شيماء عبد الفتاح 153.د ساره رفاعى	**Hepatology & gastrointerology**	**Lecturer**	

154.د عبد المنعم محمد 155.د منى احمد 156.دمحمد عبدالله 157.د محمد فؤاد 158.د شريف محمود 159.د اسامه احمد 160. د مروه محمد 161. د مى سعد 162.د مصطفى معاذ 163.د عبدالله سعد 164. د محمود عبد الصمد 165.د احمد المراكبى 166.د احمد خالد 167.د اسراء فتح الله 168.د مصطفى ثروت			
169.د. خالد الطاهر 170.د. حنان عبد الحميد 171.د. أحمد فكري 172.د. أحمد بيصار 173.د. ريهام أمير 174.د. منى رفعت 175.د. رباب عبد الحي 176.د. الشيماء فتحي 177.د. نسمة عادل 178.د. ايناس حامد 179.د. ابراهيم العدل 180.د. رانيا مصطفى 181.د. أمجد الشيخ 182.د. محمد هشام	**Radiology**	**Assisstant professor**	
183.د. ريم عبد الفتاح 184.د. منى العدل 185.د. رباب محمود 186.د. نهى يحيى 187.د. بسمة كمال 188.د. ياسمين لبدة 189.د. ايناس مصطفى 190.د. شيماء السيد 191.د. عمرو عصمت 192.د. عمر خشبة 193.د. هدير خالد 194.د. نادين محمد 195.د. سارة قناوي 196.د. مروة فتحي 197.د. سارة كامل 198.د. محمد عزت	**Radiology**	**Lecturer**	
200.أسامة غريب 201.أسامة خليل	**General surgery**	**professor**	

202.أسامة عبدالعزيز 203.إسلام محمد 204.أشرف جودة 205.تامر النعيمي 206.جمال عثمان 207.جوزيف إسرائيل 208.حاتم عبدالمنعم 209.رمضان محمود 210.صلاح منصور 211.طارق عزت 212.طه عبدالوهاب 213.عبد الوهاب صالح 214.عبدالحافظ الشويل 215.عبدالرحمن سرحان 216.علاء فياض 217.عمرو اليسرجي 218.عمرو عبدالباسط 219.محمد البغدادي 220.محمد الكيلاني 221.محمد نجم 222.مرسي محمد 223.مصطفى العايدي 224.مصطفى بيومي 225.منصور مرسي 226.هاني حسن 227.وائل منسي 228.وائل الشلقة 229.وائل لطفي 230.وليد عبدالهادي 231.أحمد رأفت 232.أحمد سلام 233.أحمد شفيق			
234.أحمد كمال 235.أحمد يحيى 236.إيهاب شحاتة 237.تامر الشهيدي 238.سيد هنداوي 239.سعيد نجم 240.مصطفى خيري 241.ياسر علي	**General surgery**	**Assisstant professor**	
242.أحمد بيتر 243.أحمد حلمي	**General surgery**	**Lecturer**	

244.أحمد خالد 245.أحمد سامي 246.أحمد عطية 247.أحمد مجدي 248.أحمد محجوب 249.أحمد مصباح 250.إسلام أبو زيد 251.أشرف الغرباوي 252.بيتر هاني 253.حسام حسن 254.رشا شعبان 255.ريهام زكريا 256.سامح نجيب 257.سعد ناجي 258.عادل عبدالحميد 259.عبدالباسط محمد 260.عبدالرحمن نوارة 261.علاء حجاج 262.كريم فتحي 263.لؤي محمد 264.محمد أبو زيد 265.محمد أسامة 266.محمد بيومي 267.محمد ثروت 268.محمد جمال 269.محمد حبيشي 270.محمد صلاح 271.محمد عادل 272.محمد مختار 273.هشام عبدالعظيم 274.يوسف الأيمن			
Notes:			

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)
weeks 6	66	101	------		-------

Expected Teaching and Learning Hours			Total Weekly	Module Topics	Week #
Self-Learning/Others	Clinical/Practical Training	Theoretical			

			Hours		
		2		Anatomy of tongue and tonsils (ENT)	1st week
		2		Anatomy of pharyngeal spaces (ENT)	
	2			Food Borne Diseases (epidemiology and prevention) part 1 (comm.)	
	2			Symptoms of liver & GIT diseases (Int.med)	
	2			Anatomy of esophagus and cancer esophagus (surg.)	
	2			Small intestinal diseases & malabsorption (Int.med)	
	2	1		Intestinal infections (Trop.)	
		2		IBD (Int.med)	
		2		Viral hepatitis (Trop.)	
		2		Acute liver failure (Trop.)	
	2			Liver and biliary tree anatomy& Liver resection (surg.)	
	2			Imaging of esophagus, stomach& intestine (rad.)	
	2			Hiatus hernia & Achaliza (Surg.)	2nd week
	2			Stomach anatomy and tumors(surg.)	
	2			Gastroenteritis& dehydration (Ped.)	
	4			Cholestasis (Ped.)	
	4			Cholestatic jaundice (Int.med)	
		2		Complications of gastric operations and gastrostomy and Chronic Pyloric Obstruction(surg.)	
		2		Small intestine anatomy and tumors carcinoid tumor(surg)	
	2			Liver function tests (Int.med)	
		2		Diverticular disease and colostomy (surg.)	
		2		Functional bowel diseases (Int.med)	
	2			Food Borne Diseases (epidemiology and prevention) part 1 (comm.)	
	2			Imaging of acute abdomen & intestinal obstruction (Rad.)	
	2			Liver cirrhosis (Trop.)	
		2		Imaging of solid organs (Rad.)	
		2		Colon anatomy , polyps, tumors (surg.)	
		2		Peptic ulcer disease(Int. med)	
		2		Acute & chronic arsenic poisoning (Tox.)	
		2		Dysphagia & GERD (Int.med)	3rd week
	2			Gastroenteritis& dehydration (Ped.)	
	2			Rectum & anal anatomy & cancer (surg.)	
		2		Jaundice (Int.med + Trop.)	
		1		Anal fissure and piles	
	2			Gastroenteritis& dehydration (Ped.)	
	2			Cirrhosis (Trop.)	

	2			**Decompensated cirrhosis ((Int. med)**	
	2			**Diseases of nasopharynx (ENT)**	
		2		**Vomiting & constipation (Ped.)**	
		2		**Anorectal suppuration and anal fistula (surg).**	
		2		**Cholestasis (Ped.)**	
	2			**Pilonidal sinus and intestinal fistula (surg).**	
		2		**Fecal incontinence and rectal prolapse(surg).**	
		2		**Acute liver failure (Ped.)**	
		2		**Food Borne Diseases (epidemiology and prevention) part 2(Comm.)**	
		2		**Inguinal hernia and femoral hernia (surg.)**	4th week
	2			**Gastroenteritis& dehydration (Ped.)**	
		2		**Constipation (Int. med)**	
	2			**Hepatic encephalopathy (Int.med)**	
	2			**Acute liver failure (Ped.)**	
	2			**Diseases of oropharynx (ENT)**	
	2			**Food Borne Diseases (epidemiology and prevention) part 2 (Comm.)**	
		2		**Acute mercury & acute lead poisoning (Tox.)**	
		2		**Ascites (Int.med)**	
		2		**Heptorenal syndrome HRS (Trop.)**	
		2		**Abdominal wall anatomy, Desmoid tumor, rectus sheath hematoma , umbilicus (surg.)**	
		2		**Liver transplant (surg.)**	
		2		**Ulcers of pharynx (ENT)**	
	2			**Surg. + Int.med+ Ped.) TBL)**	5th week
	2			**Portal hypertension (Int. med)**	
	2			**Umbilical, epigastric, incisional , other types of hernia(surg.)**	
	2			**Burst abdomen and hernia complications(surg.)**	
	2			**Clinical examination of hernia (surg.)**	
	2			**Gastroenteritis& dehydration (Ped.)**	
	2			**GI bleeding (Int.med + Trop.) flipped**	
		2		**Diseases of hypopharynx(ENT)**	
		2		**Acute & chronic choecystiis (surg.)**	
		2		**Acute& chronic arsenic poisoning (Tox.)**	
	2			**Acute mercury & acute lead poisoning (Tox.)**	
	2			**Non viral hepatitis & NAFLD (Int.med)**	
	2			**obstructive jaundice (surg.)**	

	2			Liver abscess and cyst (surg).	
	2			Liver tumors (surg).	
	1			Pharyngeal manifestations of blood disease (ENT)	
	2			Pancreatic anatomy, acute and chronic pancreatitis (surg.)	6th week
	2			Pancreatic cysts & tumors (surg).	
	2			MOUTH, CHEEK & TONGUE (surg.)	
	2			TEETH, GUM & JAWS (surg.)	
	2			Portal hypertension (Int. med)	
	2			Symptomatology of the pharynx (ENT) Flipped	
	2			Hepatorenal syndrome HRS (Int. med)	
	2			Salivary glands (surg.)	

Notes (if any) on:

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	11/2024	**35**	**SBA 35**	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	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	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	11-5-2025	**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

Student Assessment Results	
Number of students (who started the module):	**1469**
Number of students (who completed the module/ sat for the exam):	**1464**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**5**
Total number of students who passed the exams successfully:	**1460**
Percentage of success (out of the total number of students who sat for the final exam)	**99.73%**

Grade Distribution

Grade	A	B	C	D	F	F-
Number of students	1206	220	32	2	4	

Percentage	**% 82.5**	**% 15.1**	**% 2.1**	**% 0.1**	**% 0.2**	
Total number of students who failed the exams:			**4**			
Percentage of failure (for the total number of students who took the final exam)			**% 0.2**			

3. Student Feedback

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	550
Important points of satisfaction	● Supportive teaching staff ● Clear explanations ● Good clinical examples ● Good modulation of OSCE exam (internal medicine and pediatrics) ● Improved outpatient clinical exposure
Important points to improve	● Increase structured bedside teaching sessions ● Broaden students' exposure to diverse clinical cases ● Expand clinical and simulation activities ● Continue periodic review of the handout and learning materials ● Add Portfolio to assessment methods of the students

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	Responsible	Notes
1.	Increase structured bedside teaching sessions	Modulate the time table to allow more bedside teaching sessions	Module coordinators	
2.	Broaden students' exposure to diverse clinical cases	Increase number f clinical sessions and clinical case discussion	Module coordinators	
3.	Add Portfolio to assessment methods of the students	Next year application of portfolio as assessment methods	assessment committee	

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



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Child health problem**
- Module Code: **BMS CH2-1**
- Year: 5th year 2024/2025
- Semester: **S9**
- Credit hours: **4**
- Module contact hours: **69hrs**
- Module Coordinator: Prof wesam abd elmonem mokhtar

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

B- Statistical Information

- No. of students attending the module: 1498 , Percent : 100%
- No. of students completing the module: **1488** , Percent: 99.33%
- No. of students attending exam: 1350 , percent: 90.73%
- **Results:**

No. of Passed students: 1338 , Percent: 99.11%
No. of Failed students: 12 , Percent: 0.89%

Comment (comparison with AY 2022-2023):

The module's enrolled cohort grew from 1020 students in AY 2022-2023 to 1498 in AY 2024-2025 (an increase of about 46.9%). The proportion of enrolled

students who actually sat the final exam fell from 99.6% (1016/1020) in AY 2022-2023 to 90.7% (1350/1498) in AY 2024-2025. The pass rate among examinees also eased slightly, from 99.51% (1016 passed, 4 failed) in AY 2022-2023 to 99.11% (1338/1350 passed, 12 failed) in AY 2024-2025 -- still a high pass rate, though the number of failed students rose from 4 to 12. Among successful students, the grade mix shifted toward the middle grades: Excellent fell from about 82.2% of passers (835/1016) in AY 2022-2023 to 73.8% (988/1338) in AY 2024-2025, while Very Good rose from 14.6% (148/1016) to 19.0% (254/1338) and Good rose from 2.6% (26/1016) to 6.3% (85/1338). Overall, results remained strong despite the substantially larger cohort, though the module management team may wish to review the lower exam-attendance rate and the modest shift away from Excellent grades.

- **Grading of successful students:**

Excellent: No: 988 , Percent: 73.84%
Very Good: No: 254 , Percent: 18.98%
Good;NO; 85 , percent : 6.35%
acceptable ;NO, 11 , Percent 0.82%

C- Professional Information

1- Module teaching

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

3rd	Online 4 Face to face 14 **Lectures 4** **Clinical** **SGS 12** **Flipped** TBL 2

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

Reasons in detail for not teaching any topic:

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

3- Teaching and learning methods:

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

	any suitable time - Clarity of the presentation to all students		
Small group sessions (SGS)	- Allow interaction between the staff members and students in focused groups	- Deficient or malfunctioning technical equipments in some teaching rooms	Small group sessions (SGS)
Team based learning (TBL)	- Encourage team work - Encourage collaboration between students	- Limited area of teaching rooms - Inadequate technical equipments - Some students depended on their colleagues in their teams	Team based learning (TBL)
Flipped learning	- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	- Some students depended on their colleagues	Flipped learning
Clinical/practical sessions	-Allow acquisition of clinical skills by students	- Inadequate number of manikins, - Inadequate number of clinical cases and their variation between different groups	Clinical/practical sessions

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**
- **What went well?**
- **What could be improved?**

B. Summative assessment

What were the methods and tools?

During the module:

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

2- Flipped [Assessment rubrics, checklist]

Final module exam

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

And Clinical exam (OSCE)

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

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

5- Examination committee:

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

Role of external examiner:

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

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

List any inadequacies:

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

7- Administrative constraints

List any difficulties encountered:

Difficulty coordinating a shared timetable across the several contributing departments (Pediatrics, Forensic Medicine & Toxicology, Pediatric Surgery, Psychiatry, and Family Medicine), which reduced the actual contact hours below those originally planned. Overcrowding of teaching rooms relative to student numbers also limited flexibility in scheduling sessions.

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication

2. Written comments

3. Surveys

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

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication

2. Written comments

3. Surveys (Attach the survey responses)

9- Comments from external evaluator(s):

Comments	Response of MM team
	Not applicable.

10- Module enhancement:

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

Action	Completed (yes or no)	Reasons for non-completion
Increase the number of clinical cases and manikins available for	Yes	

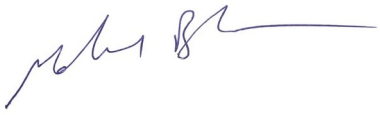
clinical/practical sessions.		

11- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible
Provide additional data-show units and computers, and reallocate larger teaching rooms in line with student numbers.	2025-2026	Module coordinator and faculty administration
Revise distribution of contact hours across contributing departments to match the approved timetable.	2025-2026	Module coordinators and curriculum committee

module coordinator signature:
Semester coordinator:

Date: 15/10/2025



Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Female reproductive medicine & surgery II**
- Module Code: BMS FR 2-2
- Year: **2024- 2025**
- Semester: **S9**
- Credit hours: **6 hours**
- Module contact hours: 127 **hours**
- Module Coordinator: Dr**. Mustafa salah Omara**
- Module Management Team:

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

B- Statistical Information:

- No. of students attending the module: **1361,** Percent: **100%**
- No. of students completing the module: **1343** Percent: **98.67 %**
- Absent students:**15**, Percent **1.1 %**

Results:

- No. of Passed students: **1320**, Percent: **98.29 %**

- No. of Failed students: **23**, Percent: **1.71 %**

Grading of successful students:

- Excellent: No.: **762 Percent**: **55.99 %**
- Very Good: No.: **361 Percent**: **26. 52%**
- Good: No.: **167** Percent: **12.27 %**
- Pass: No.: **30 Percent**: **2.2%**

When comparing student performance in the current academic year with the previous year, the rate of success showed a substantial improvement rising from about 97.1 % to 98.67% in this year as compared to the previous academic year indicating enhanced student achievement and overall module performance

1.57 ارتفع متوسط نسبة النجاح إلى %98.67 مقارنة بـ 97.1 % في العام السابق، بزيادة قدرها نقطة مئوية. وقد يعكس هذا التحسن تحسن استيعاب الطلاب للمحتوى الدراسي، وزيادة التكيف مع طبيعة الدراسة ونظم التقييم، إلى جانب الاستفادة من إجراءات المتابعة والدعم الأكاديمي وتحسين الممارسات التعليمية والتقييمية

C- Professional Information

1- Module teaching

Topics taught	Study Week
Lectures Online Bleeding in late pregnancy: placental abruption (not recorded) **Lectures Recorded)** - Antenatal care (ANC) - Reproductive health program & services (Family medicine)- --- Amniotic fluid abnormalities **SGS** -ANC -Bleeding in early pregnancy 1 - Bleeding in early pregnancy 2 - Reproductive health program & services (Community) - Bleeding in late pregnancy 1 **Face to face-**	1st

Lectures: -Bleeding in early pregnancy: Abortion -Bleeding in early pregnancy: Ectopic - Bleeding in late pregnancy: Placenta previa **SGS** - Bleeding in late pregnancy 2 **Flipped** Amniotic fluid abnormalities	
Quizof female reproductive medicine and surgery I **Online Lectures** - DM with pregnancy - Hyperemesis gravidarum - Premature ROM **SGS** - Hyperemesis, DM - Benign breast disease - Medicolegal aspects of pregnancy, delivery and abortion (Forensic) **(Recorded Lectures)** - -Preterm labor (PTL) - Medicolegal aspects of pregnancy, delivery and abortion (Forensic) **Face to face** **Lectures** - -Benign breast diseases (surgery) - -Malignant breast diseases (surgery) **SGS** - PROM, PTL 1 - -PROM, PTL 2 - Malignant breast diseases **Clinical sessions**	**2nd**

- General approach and communication skills. - History taking - Focused History -Clinical examination (OBS.) -Abdominal examination (fundal level , pelvic grips ,fundal grip) -Fetal heart auscultation	
Online **Lectures** Abnormal labour abnormal uterine action **SGS** - Hypertensive disorders with pregnancy 1 - Hypertensive disorders with pregnancy 2 - Medical disorders in pregnancy (OBS) - Medical disorders in pregnancy (medicine) - PNC **Lectures (recorded)** -Medical disorders with pregnancy (Medicine) **Face to face** **Lectures** - Normal labor - Abnormal labour: malpresentation - Hypertensive disorders with pregnancy 1 - Hypertensive disorders with pregnancy 2 **SGS** Malignant breast disease **Skill lab** - -Definitions of labour and diameters of female pelvis and fetal skull - Normal labour - malpresentation and shoulder dystocia	**3rd**

Clinical sessions (internal medicine and surgery)	
Online **Lectures** Normal and abnormal puerperium Prenatal diagnosis, evaluation of fetal health **Lectures (recorded)** - -Postnatal care (PNC) (Family Medicine) - -Inflammatory breast disease **SGS** - -Complication of third stage - Maternal obstetric injuries - -Abnormal puerperium - Referral criteria and red flags **Face to face** **Lectures** - -Maternal obstetric injuries - -Complications of third stage - -Postpartum mood disorders (psychiatry) - **TPL** - medical disorders (hypertensive disorders, DM,hyperemesis) **SGS** Abnormal labor 1 Abnormal labor 2 **Clinical sessions** - General approach and communication skills. - History taking - Focused History -Clinical examination (OBS.) -Abdominal examination (fundal level , pelvic grips ,fundal grip) -Fetal heart auscultation **Skill lab** - breech	**4th**

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

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

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

Teaching and learning methods:

Advantages	Methods	
Allows teaching to large groups at the same time	Lectures (face to face)	1.
-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students	Lectures (recorded)	2.

- Allow interaction between the staff members and students in focused groups	Small group sessions (SGS)	3.
- Encourage team work - Encourage collaboration between students	Team based learning (TBL)	4.
- Encourage student self-learning -Encourage teamwork - Enhance presentation skills of students	Flipped learning	5.
-Allow acquisition of clinical skills by students	Clinical/practical sessions	6.

3- Student assessment:

A. Formative assessment

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

B. Summative assessment

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

During the module:

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

Final module exam

4- End module examination in the form of quiz.

5- Final examination: (Structured Essay Questions (SEQ)- Short Answer Questions (SAQ)- Single Best Answer (SBA), And Clinical exam (OSCE)

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

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

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

4- Examination committee:
Head: Prof. Dalia ELHaieg
Members:
Prof. Eman Elkheshien
Prof. Sheren bahgat
Role of external examiner: (NA)

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

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

List any inadequacies:

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

6- Administrative constraints
List any difficulties encountered: None

7- Student evaluation of the module:
Done by (select the used method):
1. Verbal communication (√)
2. Written comments

Response of MMT	List any criticism

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

8- Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)
2. Written comments

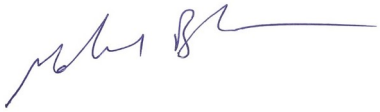
Response of MMT	List any criticism
Regular reporting of problems and follow up	Repeated technical problems with computers and data show

9- Action plan for academic year 2025/2026 y

Person responsible	Completion date	Actions required
Faculty members and assistants	**By the academic year 2025-2026**	Increase method of assessment as formative assessment for training on clinical cases
Faculty members and assistants	**By the academic year 2025-2026**	Provide more clinical sessions and training

Module coordinator Signature: Mustafa Omara
Semester coordinator Signature: Dalia Elhaeig

Date 15/10/2025



Module Report

Academic Year:2024/2025 Semester: …S10…Phase: II

1. Basic Information

Module Title (according to the bylaw):	**Hematology, immunology & oncology**
Module Code (according to the bylaw):	**BMS HO 2-1**
Department/s that participated in the teaching:	**Internal medicine, clinical pathology, medical oncology, clinical oncology, surgery and pediatric Department**
Total number of credit hours/points of the course:	**(CH 4)**
Module Type:	اجباري
The level to which the course was introduced:	**th academic year*5**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**Dr.Mohamed Refaat**
Date of approval of the course report	17/3/2026

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)
200	------	5	

Instructor Name	Department	Academic degree	Specialty
د/احمد عبد الصبور د/ مروة شبانه د/-نهلة زيدان د/مروة عبد المنعم د/اميرة حامد د/اميرة الهلالي	Clinical Pathology	Assistant Professor Assistant Professor Assistant Professor Assistant Professor Assistant Professor Assistant Professor	Clinical and Chemical Pathology

د/احمد سلام		Assistant Professor	
د/هيثم كمال		Assistant Professor	
د/هبة الله السيد		Assistant Professor	
د/فاطمة عاطف		Lecturer	
د/مها صقر		Lecturer	
د/رنا عبد السميع		Lecturer	
د/ريهام عادل		Lecturer	
د/جهاد محمود		Lecturer	
د/مي صلاح		Lecturer	
د/ماجي مجدي		Lecturer	
د/مي صلاح		Lecturer	
د/نانيس عبد الله		Lecture	
د/عبد الله عبد الحميد		Lecturer	
د/نعيمة عوض		Lecturer	
د/اماني ابراهيم		Lecturer	
د/يسرا عبد الفتاح		Lecturer	
د/اسماء سعد		Lecturer	
د/رانيا عبد الله		Lecturer	
د/وئام ابراهيم		Assistant Professor	
د/تحية محمد		Assistant Professor	
د رشا محمد حجاج 27	MEDICAL	PROFESSOR	
د شيرين مصطفي الشوربجي 28	ONCOLOGY	PROFESSOR	
ر امرالله عبد المنعم 29		PROFESSOR	
د هبه فكري عبد المجيد 30		ASS PROF	
اسماء احمد محمود 31		ASS PROF	
د احمد بركات والي 32		LECTURER	
د فاطمه سامي عيسي 33		LECTURER	
د عادل صالح بكري34		ASS PROF	
د داليا حموده الصادق 35		ASS PROF	
احمد سعد لاشين 36		LECTURER	
ابتسام رضا مصطفي 37		ASS LECTURER	
	PEDIATRIC		
ايمان المغازى		Professor	
ايهاب البنا		Professor	
هديل عبد الرحمن		Professor	
مرفت عبدالله هشام مصيلحى		Professor	
ليلى متولى ابراهيم شريف		Professor	
تامر حسان		Professor	
محمد محمود احمد رميح		Professor	
سحر عبدالروف محمد الشعراوى		Professor	
شريف الجبالى		Professor	
ليلي رسلان عبدالعزيز رسلان		Professor	
مرفت عطفى محمد على		Professor	
ايهاب محمود احمد رشيد		Professor	
سعاد عبدالسلام شديد السيد		Professor	
امل محمد عبداللطيف ابراهيم		Professor	

دينا محمد شكرى سعيد الصادى		Professor	
سهام فتحى عبدالحميد عزب		Professor	
سناء محمود		Professor	
رباب محمد عبدالحميد البهيدى		Professor	
صفاء حمدى احمد صالح محمود		Professor	
حسام فتحى على السعدنى		Professor	
دعاء يوسف محمد يوسف الشيخ		Professor	
سعيد محمد مرسى حسن		Professor	
اسامه محمود احمد محمد الخولى		Professor	
محمد السيد حامد محمد على		Professor	
محمد عبد السلام		Professor	
محمد عبدالقادرعبدالله المالكى		Professor	
محمد احمد احمد محمود عرفة		Professor	
عزت كامل امين محمد		Professor	
ايمان محمد محمد الهنداوى		Professor	
احمد عبدالصمد ابراهيم عبد الرحيم		Professor	
دينا توفيق محمد الحسينى سرحان		Professor	
وسام عبد المنعم مختار احمد		Professor	
عاطف محمد خليل		Assistant Professor	
امانى عبد العزي		Assistant Professor	
يوسف الدمسيسى		Assistant Professor	
مها نوح		Assistant Professor	
منى حامد حسانين جهاد		Assistant Professor	
منى الشرقاوى		Assistant Professor	
عمرو إبراهيم محمد عبدالرحمن		Assistant Professor	
غادة محمد عبد اللطيف محمد		Assistant Professor	
مروه لطفى محمد رشاد عوض الله		Lecturer	
ايمان محمد عبدالهادى السيد		Lecturer	
ديانا حنا عبدالملك حنا		Lecturer	
داليا جميل		Lecturer	
سهام محمد ابراهيم رمضان		Lecturer	
هاله محمد امين عبدالمنعم على		Lecturer	
سلمى وطفه			
بسمه يوسف			
امل الجوهرى			
هشام سعد		Professor	
محمد عصام		Professor	
		Professor	
		Professor	
أ.د تامر النعيمي	**SURGERY**	Professor	
أ.د أسامة حامد		Professor	
أ.د أحمد سلام		Professor	
أ.د أشرف جودة		Professor	
أ.د مصطفى بيومي		Professor	
أ.د صلاح منصور		Professor	
أ.د رمضان محمود		Professor	
أ.د أحمد رأفت		Professor	
أ.د محمد بغدادي		Professor	

		Professor	
أ.د عبد الوهاب صالح		Professor	
أ.د منصور مرسي		Professor	
أ.د وائل منسي		Professor	
أ.د وليد عبد الهادي		Professor	
أ.د طه عبد الوهاب		Assistant Professor	
أ.د إسلام محمد		Assistant Professor	
أ.د حاتم عبد المنعم		Assistant Professor	
أ.د أسامة التيه		Assistant Professor	
أ.د جمال عثمان		Assistant Professor	
أ.د هاني حسن		Assistant Professor	
أ.م.د جويف رزق		Assistant Professor	
أ.م.د محمد نجم		Assistant Professor	
أ.م.د محمد أبوزيد		Assistant Professor	
أ.م.د علاء فياض		Assistant Professor	
أ.م.د لؤي جيرة الله		Assistant Professor	
أ.م.د عبد الوهاب محمد		Assistant Professor	
أ.م.د محمد مختار		Assistant Professor	
أ.م.د أحمد كمال الطاهر		Assistant Professor	
أ.م.د أحمد التليتي		Assistant Professor	
أ.م.د ياسر علي		Lecturer	
أ.م.د أحمد عبد الغني		lecturer	
أ.م.د أحمد شفيق			
أ.م.د سعيد نجم			
أ.م.د إيهاب شحاتة			
أ.م.د عمرو فؤاد			
أ.م.د رشا شعبان		asslecturer	
أ.م.د سامح نجيب		ass lecturer	
أ.م.د مصطفى خيري		ass lecturer	
د هشام عبد العظيم		ass prof	
د أحمد سامي		assprof	
د محمد أسامة		lecturer	
	Clinical oncology	lecturer	
		ass prof	
		ass prof	
		ass prof	
د. نهى محمد		ass prof	
د. نهلة مختار .		lecturer	
د. هدير ياسر			
د. علا الشافعي .			
د نشوه نوار		Professor	
د احمد العطار		Professor	
د اميره هاني		Professor	
د محمد رفعت		Professor	
د دعاء مندور		Professor	
د صفا بلاطه		Professor	
د روضه بلاطه		Professor	
د رحاب حميده		Professor	

د مومنه خليفه		Professor	
		Professor	
		Professor	
محمود عبده		Professor	
أ.د خالد هدهود	**Internal medicine**	Professor	
أ.د ايهاب سالم		Professor	
أ.د محمد حسن		Professor	
أ.د فوزي المسلمي		Professor	
أ.د أسامة باشا		Professor	
أ.د أميرة شكري		Professor	
أ.د أحمد فتحي		Professor	
أ.د عرفة الشبراوي		Professor	
أ.د علاء فرج		Professor	
أ.د أيمن فتحي		Professor	
أ.د جيهان سعيد		Professor	
أ.د حازم العشماوي		Professor	
أ.د حاتم سالم		Professor	
أ.د عبد الله نوارة		Professor	
أ.د مدحت ابراهيم		Professor	
أ.د هالة علام		Professor	
أ.د غادة سمير		Professor	
أ.د سعيد البرشومي		Professor	
أ.د مبروك اسماعيل		Professor	
أ.د ايهاب فوزي		Professor	
أ.د اميرة أحمد		Professor	
أ.د أماني ابراهيم		Professor	
أ.د خالد الحفناوي		Professor	
اد السيد النحال		Professor	
اد هاني الصادق		Professor	
اد عمروشعبان		Professor	
اد ماجده محروس		Professor	
اد اشرف النجار		Professor	
اد محمد سلام		assistant Professor	
ياسر النجار اد		Assistant Professor	
اد ايمن رمضان		Assistant Professor	
اد خالد البنا		Assistant Professor	
اد هدي عبدالعزيز		Assistant Professor	
اد نجوي سامي		Assistant Professor	
اد نفيسه محمد		Assistant Professor	
اد هدي جوده		Assistant Professor	
اد فيروز عثمان		Assistant Professor	
اد ميادة موسى		Assistant Professor	
أ.د أحمد العجرودي		Assistant Professor	
أ.د حسن محمود		Assistant Professor	
أ.د ابراهيم سالم		Assistant Professor	
اد السيد العنانى		Assistant Professor	
اد عزه حسن		Lecturer	
اد نيفين فؤاد		Lecturer	

أ.د اسامة رجب أ.د سعيد عبد الباقي اد مروان الجوهرى اد ايمن رياض اد تامر جوده اد محمود حسنى اد شادى شاكر اد رضا كامل د رامي عادل د رضا الخضري د احمد فرج د محمد جمال خليفة		lecturer	

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	**21**	**53**	**0**	**10**	

Notes (if any) on: The teaching staff involved in the module possessed appropriate academic qualifications and clinical expertise that were well aligned with the module content and intended learning outcomes.
Clinical teaching sessions were delivered by qualified faculty members with relevant specialty expertise and extensive clinical experience, ensuring the effective integration of theoretical knowledge with clinical practice.
Students were divided into Groups A, B, and C to maintain an appropriate student-to-instructor ratio and to accommodate the clinical training environment. This arrangement facilitated active participation, effective supervision, hands-on clinical learning, and meaningful interaction between students and faculty members during clinical teaching activities.
The distribution of students into smaller groups also supported the implementation of interactive teaching and learning strategies, including bedside teaching, case-based discussions, Team-Based Learning (TBL), and flipped classroom activities, thereby enhancing student engagement and achievement of the intended learning outcomes.
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Module Weekly Schedule (as per Module Specification)

Total Weekly Hours	Module Topics	Week #
4.5 2h 2h 2h 2h 2h 2h 2h	-Hemolytic anemia -Childhood bleeding -Pediatric aspects of nutritional anemia Chronic leukemia Splenomegaly Lymphadenopathy Principles of cancer therapy Acquired bone marrow failure Thrombophilia Haemostasis and cbc interpretation	1
8.5 2 2	-Hemolytic anemia -Approach to a case of bleeding in pediatrics -Symptomatology and history taking of hematology and oncology in pediatric -Acute leukemia - Inherited bone marrow failure syndromes Myeloma Lymphoma	2

Total Weekly Hours	Module Topics	Week #
2h 2h	Lymph node examination Blood product	
8.5 2h 2h 2h 2h	-Hemolytic anemia -Approach to a case of bleeding in pediatrics -Symptomatology and history taking of hematology and oncology in pediatric -Acute leukemia - Inherited bone marrow failure syndromes Approach to anemia in adult Platelet disorder Myeloproliferative disorder Transplantation immunology hypersensitivity	3
8.5 2h	-Hemolytic anemia -Approach to a case of bleeding in pediatrics -Symptomatology and history taking of hematology and oncology in pediatric -Acute leukemia - Inherited bone marrow failure syndrome Principles of cancer therapy	4

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Quiz	7/3/2025	**15**	**30 سؤال SBA**	**MLO1: Apply prior learning of relevant biomedical and clinical sciences (haemolytic anemia)** **MLO7: Choose the proper investigations according to the haematological disorder** **MLO10: Describe the clinical presentation of chronic leukaemia** **MLO11: Interpret the results of haematological laboratory tests (platelet disorders)** **MLO12: Identify the symptoms of anaemias / acquired bone marrow failure** **MLO14: Identify different types of anemias according to CBC parameters**
Final Written		**40**	**10 أسئلة SEQو 30 سؤال SBA**	**Comprehensive theoretical outcomes: MLO1, 3, 4, 7, 8, 10, 11, 12, 13, 14, 15 Covering: haemolytic anemia, symptoms/diagnosis of haematological disorders, differential diagnosis, choice and interpretation of investigations, chronic leukaemia, platelet disorders, bone marrow failure syndromes, lymphoma, myeloma, anemia classification by CBC, and transplantation immunology/HLA typing**
OSPE		**30**	عدد المحطات العملي	**MLO5: Perform appropriate physical examination (head, face, neck, hand, limb, skin, lymph node) for a patient with haematological disorders** **MLO6: Integrate clinical findings from history and physical examination into a diagnostic formulation** **MLO9: Take a complete and comprehensive history / examine a case of lymphadenopathy**

Flipped classroom	.16/6/2025	**5**	**Case scenario based with 5 SBA or MEQ**	**MLO4: Build a differential diagnosis list and record positive data in the patient file** **MLO6: Integrate clinical findings into a meaningful diagnostic formulation**
TBL		**10**	**Individual Readiness Assurance Test (iRAT) 5 SBA Questions** **Team Application Scenario-Based 5 SBA Questions :MEQ** **Individual Readiness Assurance Test (iRAT) 5 SBA Questions** **Team Application Scenario-Based Modified 5 Essay Questions (MEQs)**	**MLO1: Apply prior learning of relevant biomedical and clinical sciences (haemolytic anemia)** **MLO12: Identify the symptoms of anaemias (nutritional and haemolytic anemia)**

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:

Overall, the assessment strategy provided appropriate opportunities to evaluate students' knowledge, clinical reasoning, communication skills, teamwork, and professional attitudes. A variety of assessment methods, including quizzes, Team-Based Learning (TBL) activities, flipped classroom sessions, final written examinations, and OSCE examinations, were utilized to assess the intended learning outcomes of the Obstetrics and Gynecology module.

Clinical case-based scenarios were integrated into quizzes, TBL activities, flipped classroom presentations, written examinations, and OSCE stations to assess students' ability to interpret clinical findings, apply knowledge in patient management, and make appropriate clinical decisions. The flipped classroom activities also provided opportunities to assess teamwork, presentation skills, active participation, and self-directed learning.

The assessment methods were generally aligned with the intended learning outcomes and reflected the clinical nature of the module. However, the clinical assessment was mainly based on written clinical scenarios and image interpretation stations. Although these methods effectively assessed clinical reasoning and decision-making skills, they provided limited opportunities for direct evaluation of hands-on clinical and procedural competencies.

To further enhance the assessment process, future practical examinations should incorporate a greater number of OSCE stations utilizing real patients, standardized patients, and simulation manikins, instruments to enable more authentic assessment of clinical examination skills, procedural competencies, communication skills, and professional behavior.
In addition, increasing formative assessment opportunities during clinical training, implementing

structured assessment checklists, introducing student portfolios to document competency achievement and reflective learning, and providing regular constructive feedback to students will further support continuous learning, competency development, and self-directed professional growth.

Student Assessment Results	
Number of students (who started the module):	• عدد اللي دخلوا الامتحان: **1363**
Number of students (who completed the module/ sat for the exam):	**1351**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam:12 students** • **Absent: 12** • **Deprived (attendance): 0**
Total number of students who passed the exams successfully:	• عدد اللي دخلوا الامتحان: **1351** • عدد اللي نجحوا: **1347**
Percentage of success (out of the total number of students who sat for the final exam)	**99.7%**

Grade Distribution					
Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	**2**	**32**	**148**	**1165**	**4**
Percentage	**0.15%**	**2.37%**	**10.96%**	**86.23%**	**0.30%**

Total number of students who failed the exams:	**4** طالب
Percentage of failure (for the total number of students who took the final exam)	هو عكس نسبة النجاح.

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:

Compared with the previous academic year (2023–2024), the success rate showed a slight decrease this year, from 99.93% (1 failure out of 1469 students) to 99.7% (4 failures out of 1351 students). This modest rise in non-passing cases was mainly related to disciplinary actions (cheating), absence-related exam bans, and a few students not reaching the minimum passing score. Overall, performance remained largely consistent between the two years, with continued attention needed to attendance and engagement.

بالمقارنة بالعام الدراسي السابق (2023-2024)، سجّلت نسبة النجاح هذا العام انخفاضًا طفيفًا من 99.93% (رسوب طالب واحد من أصل 1469) إلى 99.7% (رسوب 4 طلاب من أصل 1351). ويعود هذا الارتفاع البسيط في حالات عدم النجاح بشكل أساسي إلى إجراءات تأديبية (حالات غش)، وحرمان من دخول الامتحان بسبب تجاوز نسبة الغياب المسموح بها، بالإضافة إلى عدد قليل من الطلاب لم يحققوا الحد الأدنى لدرجة النجاح. وبشكل عام، ظل أداء الطلاب متقاربًا بين العامين، مع استمرار الحاجة لمتابعة الانتظام ومستوى المشاركة.

3. Student Feedback

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	**A total of 390 fifth-year students (2019 Bylaws) participated in the survey.**
Percentage of participants to the total number	**The dataset reflects approximately 63% overall satisfaction**
Important points of satisfaction	• Effective integration of hematology and immunology theory with clinical applications. • Valuable clinical case discussions. • Supportive learning environment and positive student–staff interactions. • Interactive teaching methods encouraging participation.
Important points of dissatisfaction	• Limited practical-based learning opportunities. • Need for more laboratory interpretation sessions. • Need for additional bedside teaching and clinical exposure. • Greater use of simulation-based learning is recommended.

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

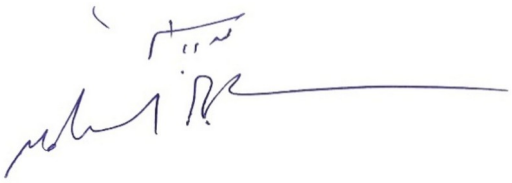
Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

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

No.	Points that need development or improvement	Corrective/ Improvement Actions	Method of implementation	Responsible	Notes
1.	Limited bedside teaching opportunities despite improved outpatient clinical .exposure	Increase structured bedside teaching .sessions	Coordinate with clinical departments to schedule regular bedside teaching sessions during ward rounds in small student groups.	Module Coordinator, Clinical Department Staff	To be implemented during the next .academic year
2.	Limited exposure to a sufficient variety of gastrointestinal .clinical cases	Broaden students' exposure to diverse .clinical cases	Increase the number of outpatient clinic sessions and utilize case-based discussions when patient .availability is limited	Module Coordinator, Clinical Teaching Staff	Student feedback will .be monitored
3.	Need for further enhancement of practical and simulation-based .learning	Expand practical and .simulation activities	Increase skills laboratory sessions and simulation exercises aligned with module .learning outcomes	Skills Lab Coordinator, Module Coordinator	Subject to available .resources
4.	Need to maintain the quality of the revised handout and updated .course content	Continue periodic review of the handout .and learning materials	Review and update the handout annually based on student feedback and curriculum review to ensure clarity and alignment with .learning outcomes	Course Coordinator	Annual review before module implementation
5.	Students recommended increasing the use of real clinical cases in the OSCE, particularly in surgery, instead of a combination of real patients and data .show–based stations	Increase the proportion of real patient-based OSCE stations, particularly for surgical clinical skills, whenever feasible.	Review the OSCE blueprint in collaboration with the Surgery Department, increase the number of stations using real clinical cases where appropriate, and limit the use of data show–based stations to competencies that	Module Coordinator, Assessment Committee, Surgery Department	Implementation will be based on patient availability, ethical considerations, and examination .logistics

			cannot be assessed using real patients while ensuring the validity and reliability .of the examination		

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





Module Report

Academic Year:2024-2025 Semester: S9

1. Basic Information

Module Title (according to the bylaw):	**Surgical emergency**
Module Code (according to the bylaw):	**BMS EM 2-2**
Department/s that participated in the teaching:	Forensic -Gynecology- General Surgery - Cardiovascular- Urosurgery -Ophthalmology - Orthopedic -Anesthesia Plastic surgery- Vascular surgery-Pediatric surgery - neurosurgery ENT
Total number of credit points of the module:	**6**
Module Type:	**Compulsory**اجباري
The level to which the module was introduced:	S9 5th academic year
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty:	**Faculty of Medicine**
University:	**Zagazig University**
Name of Module Coordinator:	**Dr. Ayman Magd-eldin**
Date of approval of the module report	15/10/2025

2. Data and Statistics

		Number of Teaching Assistants
Part-time (1 or 2 days)	**Full-time (at least 4 working days)**	**Part-time (1 or 2 days)**
------	**129**	
Department	**Academic degree**	**Specialty**
Forensic	**Professor**	**Forensic**
Forensic	**Professor**	**Forensic**
Forensic	**Professor**	**Forensic**
Forensic	**Professor**	**Forensic**
Forensic	**Lecturer**	**Forensic**
Forensic	**Lecturer**	**Forensic**
Forensic	**Lecturer**	**Forensic**

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General surgery	Professor	General surgery
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د حسام حسن	General surgery	General surgery		
ا.د اسلام محمد	General surgery	General surgery		
ا.د صلاح منصور	General surgery	General surgery		
ا.د اسامه عبد العزيز	General surgery	General surgery		
ا.د احمد رافت	General surgery	General surgery		
د كريم فتحى	General surgery	General surgery		
د احمد مصباح	General surgery	General surgery		
د احمد محجوب	General surgery	General surgery		
ا.د خالد شرف	General surgery			

ا.د ياسر على	General surgery			
د احمد سامى	General surgery			
د عادل عبد الحميد	General surgery			
ا.د رمضان محمود	General surgery			
ا.د احمد كمال	General surgery			
ا.د سعيد نجم	General surgery			
ا.د جوزيف رزق	General surgery			
د سعد ناجى	General surgery			
د محمد ثروت	General surgery			
د محمد ابوزيد	General surgery			
ا.د عبد الحافظ الشويل	General surgery			
ا.د محمد مختار	General surgery			
	General surgery			
د احمد خالد	General surgery			
ا.د اسلام محمد	General surgery			
ا.د هانى حسن	General surgery			
ا.د طه عبد الوهاب	General surgery			
ا.د وليد عبد الهادى	General surgery			
ا.د عبد الرحمن سرحان	General surgery			
ا.د اسامه حامد	General surgery			
ا.د عمرو الياسرجى	General surgery			
ا.د مصطفى بيومى	General surgery			
	General surgery			
د السيد هنداوى	General surgery			
د اسلام ابوزيد	General surgery			
د محمد ثروت	General surgery			

ا.د سمير إبراهيم				
ا.د طارق عزت				
ا.د مصطفى العايدى				
ا.د مصطفى بيومى				
ا.د علاء فياض				
ا.د تامر الشهيدى				
ا.د السيد الهنداوى				
ا.د احمد شفيق				
ا.د جمال عثمان				
ا.د احمد كمال				
ا.د احمد يحيى				
ا.د لؤى جيره الله				
د رشا شعبان				
ا.د لؤى جيره الله				
ا.د سعيد نجم				
د احمد مجدى				
د عبد الفتاح عبد الونيس				
أ.د حاتم خطاب	Ophthalmology	Ophthalmology		
أ.د سحر حميدة	Ophthalmology	Ophthalmology		
د. سارة فوزي	Ophthalmology	Ophthalmology		
د. احمد عليان	Ophthalmology	Ophthalmology		
أ.د احمد بهجت	Ophthalmology	Ophthalmology		
أ.د هلا كمال	Ophthalmology	Ophthalmology		
د. احمد رجب	Ophthalmology	Ophthalmology		
د. مروة خيري	Ophthalmology	Ophthalmology		
د. عبد الله نصر	Ophthalmology	Ophthalmology		
د. ريم أمير	Ophthalmology	Ophthalmology		
د. عبد الله نصر	Ophthalmology	Ophthalmology		
د. ياسمين ضياء	Ophthalmology	Ophthalmology		
أ.د احمد بهجت	Ophthalmology	Ophthalmology		
د. علي جودة	Ophthalmology	Ophthalmology		
د. مروة خضر	Ophthalmology	Ophthalmology		
د. محمود أبو الخير	Ophthalmology	Ophthalmology		
د.ريم امير	Ophthalmology	Ophthalmology		
د. كريم سمير	Ophthalmology	Ophthalmology		
د. ياسمين ضياء	Ophthalmology	Ophthalmology		
د. ايمن المصري	Ophthalmology	Ophthalmology		
د. علي جودة	Ophthalmology	Ophthalmology		
د. محمود ولي	Ophthalmology	Ophthalmology		
أ.د احمد سعيد	Ophthalmology	Ophthalmology		
نورا احمد	Ophthalmology	Ophthalmology		
نوال اليماني	Ophthalmology	Ophthalmology		
احمد المنيزع	Ophthalmology	Ophthalmology		
د. شريف شرف	Ophthalmology	Ophthalmology		
د. سارة فوزي	Ophthalmology	Ophthalmology		
د. لمياء العايدي	Ophthalmology	Ophthalmology		
د. ألاء صالح	Ophthalmology	Ophthalmology		
د. غادة توفيق	Ophthalmology	Ophthalmology		
أ.د محمد النعيمي	Ophthalmology	Ophthalmology		
أ.د هاني البيلي	Ophthalmology	Ophthalmology		
أ.د كريم سمير	Ophthalmology	Ophthalmology		

أ.د تامر جمال	Ophthalmology	Ophthalmology		
د. عصام جمعة	Ophthalmology	Ophthalmology		
د. محمود ولي	Ophthalmology	Ophthalmology		
د. محمد مهدي	Ophthalmology	Ophthalmology		
د. عباس ابو مسلم	Ophthalmology	Ophthalmology		
د. عبد الحليم	Ophthalmology	Ophthalmology		
د. نوران محمد	Ophthalmology	Ophthalmology		
د. ايمن المصري	Ophthalmology	Ophthalmology		
ا.د سحر حميدة	Ophthalmology	Ophthalmology		
أ.د هشام عناني	Ophthalmology	Ophthalmology		
د. محمد الدماصي	Ophthalmology	Ophthalmology		
محمد انس	Ophthalmology	Ophthalmology		
حسام زين	Ophthalmology	Ophthalmology		
مصطفى العشري	Ophthalmology	Ophthalmology		
دينا ضياء	Ophthalmology	Ophthalmology		
د. باسم الصافي	Orthopedic	Orthopedic		
د. إسلام سعيد				
د. محمد حجازي عبد الحميد				
د. أحمد مجدي				
د. محمد علاء				
د. أحمد عمرة				
د. محمد صالح				
د. أحمد القطشة				
د. محمود ناصر				
د. أحمد فتحي				
د. نشأت عواد				
د. محمد حسيني				
د. محمد البدوي				
د. محمد الأحمدي				
د. إسلام بحيري				
د. شريف شحتة				
د. أحمد رأفت				
د. المحمدي العوضي				
د. محمد عادل عابدين				
د. محمد مجدي				
د. محمود عبده				
د. محمد عزت				
د. مصطفى الزهيري				
د. محمد رضا				
د. احمد الشرقاوي				
د. أشرف الجلاد				
د. ابراهيم متولي				
د. محمد رمضان				
د. طارق الحنفي				
د. محمود شملول				
د. صلاح صبري				
د. محمد ابوسليم				
د. راندا عبدالدايم				

د. احمد حموده	neurosurgical	neurosurgical		
د. احمد بيومي	neurosurgical	neurosurgical		
د. احمد الشبراوي	neurosurgical	neurosurgical		
د. حسن علي	neurosurgical	neurosurgical		
د. احمد سرحان	neurosurgical	neurosurgical		
د. محمود مجدي	neurosurgical	neurosurgical		
د. عمرو عزام	neurosurgical	neurosurgical		
د. محمود منصور	neurosurgical	neurosurgical		
د. احمد مجدي				
د. احمد مسعود				
د. احمد الزرقاني				
د. مؤنس صفوت				
د. احمد سلامه				
د. احمد عزت				
د. محمد البنا				
د. مروان نصر				
د. عبدالرحمن عناني				
د. محمود شملول				
د. محمد رمضان				
د. صلاح صبري				
د. محمد ابوسليم				
د. راندا عبدالدايم				
د. ايمن فوده				
		Notes (		

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)
6 weeks	50	110	2		-------

Week #	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
	Management approach of the surgical emergencies		2		
	Traumatic neurosurgical emergency		2		
	Non-Traumatic neurosurgical emergency			2	
	Thoracic trauma			2	
	Hemorrhage and blood transfusion			2	
	Management approach of the surgical emergencies			2	
	Traumatic neurosurgical emergency		1	2	
2nd week	**Shock**			2	
	Polytrauma			2	
	Abdominal trauma			2	
	Burn			4	
	Acute hernia complications			4	
	Acute complications of peptic ulcer		2		
	Acute appendicitis			2	
	Acute cholecystitis			2	
3rd week	**Acute pancreatitis**		2		
	Intestinal obstruction (IO)		2	2	
	Peritonitis		2	2	
	GIT bleeding		2		
	Abdominal trauma		1		
	Burn			2	
	Acute abdomen		2		
4th week	**Intussusception**		2		
	Bleeding per rectum			2	
	Hand injuries		2		
	Medicolegal aspects of Head injuries		1	2	
	Medicolegal aspects of Thermal injuries		2	2	
	Medicolegal aspects of violent asphyxia		1	2	
	Medical Responsibility in Trauma Patients			2	
	Pediatric trauma			3	
	Medicolegal aspects of Road Traffic Accidents:			2	
	Medicolegal aspects of Firearm injuries			2	
5th week	• Fracture upper, lower limb		2	2	
	• Git bleeding		2	2	

	• Acute limb ischemia		2	2	
	• Epistaxis		1	2	
	• Air way Obstruction		2	2	
	• **Maxillofacial trauma**		2	2	
	• Epistaxis			2	
	• Peritonitis			2	
	• Intestinal obstruction individual			2	
	• Approach to trauma patient1			2	
	• Vascular trauma		2	2	
	• Hand injury			2	
	• Maxillofascial fracture			2	
	• Approach to trauma patient2			2	
	Medico-legal aspects of thermal injuries		2	2	
	• Hand injury			2	
6th week	Acute abdominal pain in pregnancy		2		
	Antepartum He		2	2	
	Emergency caesarean section		2		
	Blunt trauma to the eye		2	2	
	Penetrating trauma of the eye		2	2	
	Chemical and physical trauma to the eye		2	2	
	Complications of suppurative otitis media and suppurative sinusitis		2	2	
	Bleeding in early pregnancy			2	

Notes (if any) on:

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	Click or tap to enter a date.	**35**	**35 SBA**	select proper investigations for emergency patient describe proper diagnosis, D.D. and referral of various emergency situation interpret tests with special referral in emergency patient. identify causes of acute pain with special referral to different specialities. select special investigations for emergency patient

				Describe types , pathophysiology, clinical presentation of shock. identify the principles of basic life support and the difference between child and adult integrate prior learning regarding basic life support with respect to teamwork concept.
Final Written	Click or tap to enter a date.	**100**	**- 35 SEQs** **- 35 SBA**	Describe types , pathophysiology, clinical presentation of difficulty in breathing) select special investigations for emergency patient describe proper diagnosis, D.D. and referral of various emergency situation. describe the indication for fluid and blood transfusion and response for management. define different causes of abnormal bleeding in emergency patient (haemoptysis, haematemesis, epistaxis, vaginal, rectal). dispose and diagnose causes of bleeding in emergency patient . select special investigations for emergency patient
OSPE/OSCE	Click or tap to enter a date.	**60**		select special investigations for . emergency patient describe proper diagnosis, D.D. and referral of various emergency situation dispose and diagnose causes of bleeding in emergency patient . select special investigations for emergency patient describe proper diagnosis, D.D. and referral of various emergency situation
TBL	Click or tap to enter a date.	**20**	**Individual Readiness Assurance Test (iRAT) 5 SBA Questions** **Team Application Scenario-Based 5 SBA Questions** **MEQ:**	Identify causes of respiratory failure in paediatrics

			Individual Readiness Assurance Test (iRAT) 5 SBA Questions Team Application Scenario-Based Modified 5 Essay Questions (MEQs)	
Flipped Sessions	Click or tap to enter a date.	**10**	**Case scenario based with 5 SBA or MEQ**	enumerate different causes of respiratory distress (difficult in breathing) Describe types , pathophysiology, clinical presentation of difficulty in breathing) diagnose different causes of respiratory distress with special referral to different speciality.

Student Assessment Results						
Number of students (who started the module):	**1363**					
Number of students (who completed the module/ sat for the exam):	**1350**					
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**13**					
Total number of students who passed the exams successfully:	**1349**					
Percentage of success (out of the total number of students who sat for the final exam)	**99.93%**					
Grade Distribution						
Grade	**A**	**B**	**C**	**D**	**F**	**F-**
Number of students	**1046**	**221**	**70**	**12**	**1**	
Percentage	**77.5 %**	**16.4**	**5.2 %**	**0.9 %**	**0.1 %**	
Total number of students who failed the exams:	**1**					
Percentage of failure (for the total number of students who took the final exam)	**0.1 %**					

3. Student Feedback

Item	Comment
Means of Evaluation:	**Google form**
Timing of Evaluation:	**15-6-2025**

Item	Comment
Number of students who participated in the course evaluation	355
Percentage of participants to the total number	**68.7**%
Important points of satisfaction	• Use of checklists during clinical training. • Role play as an effective teaching strategy. • Supportive teaching staff. • Interactive learning activities. • Good organization of module content.
Important points of improvement	• Increase bedside teaching opportunities. • Expand patient-based learning activities. • Increase clinical exposure. • Enhance practical and hands-on learning experiences

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	Responsible	Notes
1.	Increase bedside teaching sessions.	**Allow more bedside teaching and increase clinical sessions**		
2.	Strengthen clinical ward-based learning.	**Schedule preperation to allow more clinical sessions**		
3.	Continue collecting and reviewing student feedback.	**Increase methods of feedback collection and analysis**		
4.	Monitor improvement indicators annually.	**Continous monitoring throuout the year**		

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



Module Report

Academic Year:2024-2025 Semester: S10

Basic Information

Module Title (according to the bylaw):	**Medical emergency**
Module Code (according to the bylaw):	**BMS EM 2-1**
Department/s that participated in the teaching:	Internal medicine - Pediatric – toxicology
Total number of credit points of the module:	**4**
Module Type:	**Compulsory**اجباري
The level to which the module was introduced:	S10 5th academic year
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty:	**Faculty of Medicine**
University:	**Zagazig University**
Name of Module Coordinator:	**Yousif Mohamed yousif hasan**
Date of approval of the module report	17/3/2026

1. 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**
Amr El-Hawary	Internal medicine	professor	Internal medicine
Mahmoud Amer	Internal medicine	Ass.Professor	Internal medicine
Ahmed Saleh Alam	Internal medicine	Ass. professor	Internal medicine
Marwan El-Gohary	Internal medicine	Ass.Professor	Internal medicine
Rami Adel	Internal medicine	Lecturer	Internal medicine
Ezza Hassan	Internal medicine	Professor	Internal medicine
Nevine Fouad	Internal medicine	Professor	Internal medicine
Fatma Attia	Internal medicine	Lecturer	Internal medicine

Ayman Fathy El-Sayed	Internal medicine	Ass. Professor	Internal medicine
Mohamed Gamal Khalifa	Internal medicine	Lecturer	Internal medicine
Mahmoud Hosny	Internal medicine	Ass. Professor	Internal medicine
Reda El-Khodary	Internal medicine	Lecturer	Internal medicine
Abdullah Nwara	Internal medicine	Professor	Internal medicine
Saeed Abdel Baky	Internal medicine	Professor	Internal medicine
Rodalia Makhlof	Internal medicine	Professor	Internal medicine
Michael Edward	Internal medicine	Lecturer	Internal medicine
Arafa El-Shabrawy	Internal medicine	Lecturer	Internal medicine
Walid Attia	Internal medicine	Professor	Internal medicine
Ahmed Ismail	Internal medicine	Lecturer	Internal medicine
Ahmed Atef	Internal medicine	Lecturer	Internal medicine
Noha Osama	Internal medicine	Lecturer	Internal medicine
Fatma El-Taher	Internal medicine	Lecturer	Internal medicine
Ahmed Farag	Internal medicine	Lecturer	Internal medicine
Ahmed Mahmoud	Internal medicine	Lecturer	Internal medicine
Mostafa Mahmoud	Internal medicine	Lecturer	Internal medicine
Samar Mohasseb	Internal medicine	Lecturer	Internal medicine
Amr El-Labban	Internal medicine	Lecturer	Internal medicine
Nashwa Deraz	Internal medicine	Ass.Lecturer	Internal medicine
Moataz Mohamed	Internal medicine	Ass.Lecturer	Internal medicine
Ahmed Noaman	Internal medicine	Ass.Lecturer	Internal medicine
Ayman Farid	Internal medicine	Lecturer	Internal medicine
Ahmed El-Qallaly	Internal medicine	Ass.Lecturer	Internal medicine
Mohamed Gamal Khesha	Internal medicine	Ass.Lecturer	Internal medicine
Mohamed Gaber	Internal medicine	Lecturer	Internal medicine
El-Sayed Anany	Internal medicine	Ass.Proffesor	Internal medicine
Mohamed Abdel Azim	Internal medicine	Ass. Professor	Internal medicine
Shaimaa Morsi	Internal medicine	Ass. Professor	Internal medicine
Hala Alam	Internal medicine	Lecturer	Internal medicine
Osama Ragab	Internal medicine	Professor	Internal medicine
Mohamed Sedky	Internal medicine	Ass. Professor	Internal medicine
Nermeen Saad	Internal medicine	Professor	Internal medicine
Amr Badawy	Internal medicine	professor	Internal medicine
Mohammed Fekry	Internal medicine	lecturer	Internal medicine
Aya hefny	Internal medicine	lecturer	Internal medicine
Islam Maher	Internal medicine	Ass.lecturer	Internal medicine
Ahmed Attia	Internal medicine	lecturer	Internal medicine
Ahmed Menshawy	Internal medicine	lecturer	Internal medicine
Tarek AL aswad	Internal medicine	Ass.lecturer	Internal medicine
Asmaa El Agawany	Internal medicine	Proffesor	Internal medicine
Amr El-Hawary	Internal medicine	professor	Internal medicine
Mahmoud Amer	Internal medicine	Ass.Professor	Internal medicine
Ahmed Saleh Alam	Internal medicine	Ass. professor	Internal medicine
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ايمان المغازى	**PEDIATRIC**	Professor	**PEDIATRIC**
ايهاب البنا	**PEDIATRIC**	Professor	**PEDIATRIC**
هديل عبد الرحمن	**PEDIATRIC**	Professor	**PEDIATRIC**
مرفت عبدالله هشام مصيلحى	**PEDIATRIC**	Professor	**PEDIATRIC**
ليلى متولى ابراهيم شريف	**PEDIATRIC**	Professor	**PEDIATRIC**
تامر حسان	**PEDIATRIC**	Professor	**PEDIATRIC**
محمد محمود احمد رميح	**PEDIATRIC**	Professor	**PEDIATRIC**
سحر عبدالروف محمد الشعراوى	**PEDIATRIC**	Professor	**PEDIATRIC**
شريف الجبالى	**PEDIATRIC**	Professor	**PEDIATRIC**
ليلي رسلان عبدالعزيز رسلان	**PEDIATRIC**	Professor	**PEDIATRIC**
مرفت عطفى محمد على	**PEDIATRIC**	Professor	**PEDIATRIC**
ايهاب محمود احمد رشيد	**PEDIATRIC**	Professor	**PEDIATRIC**
سعاد عبدالسلام شديد السيد	**PEDIATRIC**	Professor	**PEDIATRIC**
امل محمد عبداللطيف ابراهيم	**PEDIATRIC**	Professor	**PEDIATRIC**
دينا محمد شكرى سعيد الصادى	**PEDIATRIC**	Professor	**PEDIATRIC**
سهام فتحى عبدالحميد عزب	**PEDIATRIC**	Professor	**PEDIATRIC**
سناء محمود	**PEDIATRIC**	Professor	**PEDIATRIC**
رباب محمد عبدالحميد البهيدى	**PEDIATRIC**	Professor	**PEDIATRIC**
صفاء حمدى احمد صالح محمود	**PEDIATRIC**	Professor	**PEDIATRIC**
حسام فتحى على السعدنى	**PEDIATRIC**	Professor	**PEDIATRIC**
دعاء يوسف محمد يوسف الشيخ	**PEDIATRIC**	Professor	**PEDIATRIC**
سعيد محمد مرسى حسن	**PEDIATRIC**	Professor	**PEDIATRIC**
اسامه محمود احمد محمد الخولى	**PEDIATRIC**	Professor	**PEDIATRIC**
محمد السيد حامد محمد على	**PEDIATRIC**	Professor	**PEDIATRIC**
محمد عبد السلام	**PEDIATRIC**	Professor	**PEDIATRIC**
محمد عبدالقادرعبدالله المالكى	**PEDIATRIC**	Professor	**PEDIATRIC**
محمد احمد احمد محمود عرفة	**PEDIATRIC**	Professor	**PEDIATRIC**

عزت كامل امين محمد	PEDIATRIC	Professor	PEDIATRIC
ايمان محمد محمد الهنداوى	PEDIATRIC	Professor	PEDIATRIC
احمد عبدالصمد ابراهيم عبد الرحيم	PEDIATRIC	Professor	PEDIATRIC
دينا توفيق محمد الحسينى سرحان	PEDIATRIC	Professor	PEDIATRIC
وسام عبد المنعم مختار احمد	PEDIATRIC	Professor	PEDIATRIC
عاطف محمد خليل	PEDIATRIC	Assistant Professor	PEDIATRIC
امانى عبد العزي	PEDIATRIC	Assistant Professor	PEDIATRIC
يوسف الدمسيسيى	PEDIATRIC	Assistant Professor	PEDIATRIC
مها نوح	PEDIATRIC	Assistant Professor	PEDIATRIC
منى حامد حسانين جهاد	PEDIATRIC	Assistant Professor	PEDIATRIC
منى الشرقاوى	PEDIATRIC	Assistant Professor	PEDIATRIC
عمرو إبراهيم محمد عبدالرحمن	PEDIATRIC	Assistant Professor	PEDIATRIC
غادة محمد عبد اللطيف محمد	PEDIATRIC	Assistant Professor	PEDIATRIC
مروه لطفى محمد رشاد عوض الله	PEDIATRIC	Lecturer	PEDIATRIC
ايمان محمد عبدالهادى السيد	PEDIATRIC	Lecturer	PEDIATRIC
		Lecturer	

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)
4weeks					-------

Week #	Module Topics	Total Weekly Hours		
			Theoretical	ClinicalTraining
1st week	Dyspnea (Difficulty of breathing)	35	1	3
	Chest Pain		1	3
	Hypertensive emergencies		1	3
	Shock		1	4
	Tachyarrhythmias		1	3
	Bradyarrhythmias and Cardiac arrest		1	3
	Haemoptysis		1	2
2nd week	Hematemesis	35	1	2
	Ecg		1	4
	Disturbed level of consciousness		2	4
	Respiratory failure		2	4
	Shock		1	6
	Sudden cardiac arrest			
	Status epilepticus		1	4
	X ray		2	5
3rd week	CO&cyanide poisoning	34	1	4
	OTC toxicity		1	4
	TCA&phenothiazine toxicity		1	4
	Pesticides poisoning		2	5
	Atropine&hallucinogens toxicity		2	4
	Food&animal poisoning		2	5
4th week	Toxicology revision	3		

Notes (if any) on:

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	Click or tap to enter a date.	**20**	**20 SBA**	2.3.1 Explain the role of nutrition, hydration, and physical activity in the prevention of common cardiovascular and metabolic emergencies. 2.4.1 Identify common community health risks related to poisoning, cardiovascular emergencies,

				respiratory diseases, trauma, and chronic illnesses. 2.5.1 Describe preventive measures and health education strategies for reducing the burden of common emergency conditions and poisoning. 2.6.1 Discuss the epidemiology and risk factors of common emergency presentations including shock, poisoning, cardiac arrest, respiratory failure, and hypertensive emergencies. 2.7.1 Recognize age- and group-specific considerations in the assessment and emergency management of pediatric, pregnant, and geriatric patients. 2.8.1 Recognize signs of abuse, neglect, self-harm, and poisoning in vulnerable patients and initiate appropriate safeguarding measures. 2.9.1 Apply standard infection prevention and control measures during the assessment and management of emergency patients. 4.1.1 Describe the normal anatomy and physiology of the cardiovascular, respiratory, nervous, and gastrointestinal systems relevant to emergency medical conditions. 4.2.1 Explain the physiological and biochemical mechanisms involved in maintaining homeostasis and their disturbances in shock, respiratory failure, poisoning, and cardiac arrest. 4.3.1 Recognize age-related physiological changes that influence the presentation and management of

				emergency conditions in pediatric, adult, and elderly patients. 4.4.1 Explain psychological responses to acute illness, pain, poisoning, and life-threatening emergencies and their impact on patient management. 4.5.1 Explain the etiology and pathophysiology of common emergency conditions including dyspnea, chest pain, shock, arrhythmias, respiratory failure, poisoning, and disturbed level of consciousness. 4.5.2 Identify the causes of respiratory failure, coma, status epilepticus, and sudden cardiac arrest in pediatric patients. 4.5.3 Explain the mechanisms of toxicity, clinical manifestations, and pathogenesis of common toxic exposures including corrosives, pesticides, heavy metals, volatile agents, therapeutic drugs, plant toxins, and animal poisoning. 4.6.1 Describe the pathophysiological changes associated with cardiovascular, respiratory, neurological, gastrointestinal, and toxicological emergencies. 4.7.1 Explain the indications, mechanisms of action, adverse effects, contraindications, and interactions of drugs commonly used in emergency medicine and toxicology.

				4.7.2 Describe the mechanisms of toxicity, pharmacological effects, and principles of management of poisoning by therapeutic agents. 4.8.1 Interpret electrocardiograms, chest radiographs, arterial blood gases, and laboratory investigations commonly used in emergency medicine. Interpret toxicological investigations and laboratory findings commonly used in the diagnosis and management of poisoned patients. 5.1.1 Recognize the roles of healthcare team members involved in the management of emergency and critically ill patients.
Final Written	Click or tap to enter a date.	**40**	**- 20 SEQs** **- 20 SBA**	2.3.1 Explain the role of nutrition, hydration, and physical activity in the prevention of common cardiovascular and metabolic emergencies. 2.4.1 Identify common community health risks related to poisoning, cardiovascular emergencies, respiratory diseases, trauma, and chronic illnesses. 2.5.1 Describe preventive measures and health education strategies for reducing the burden of common emergency conditions and poisoning. 2.6.1 Discuss the epidemiology and risk factors of common emergency presentations including shock, poisoning, cardiac arrest, respiratory failure, and hypertensive emergencies. 2.7.1 Recognize age- and group-specific considerations in the assessment and emergency

				management of pediatric, pregnant, and geriatric patients. 2.8.1 Recognize signs of abuse, neglect, self-harm, and poisoning in vulnerable patients and initiate appropriate safeguarding measures. 2.9.1 Apply standard infection prevention and control measures during the assessment and management of emergency patients. 4.1.1 Describe the normal anatomy and physiology of the cardiovascular, respiratory, nervous, and gastrointestinal systems relevant to emergency medical conditions. 4.2.1 Explain the physiological and biochemical mechanisms involved in maintaining homeostasis and their disturbances in shock, respiratory failure, poisoning, and cardiac arrest. 4.3.1 Recognize age-related physiological changes that influence the presentation and management of emergency conditions in pediatric, adult, and elderly patients. 4.4.1 Explain psychological responses to acute illness, pain, poisoning, and life-threatening emergencies and their impact on patient management. 4.5.1 Explain the etiology and pathophysiology of common emergency conditions including dyspnea, chest pain, shock, arrhythmias, respiratory failure, poisoning, and disturbed level of consciousness.

				4.5.2 Identify the causes of respiratory failure, coma, status epilepticus, and sudden cardiac arrest in pediatric patients. 4.5.3 Explain the mechanisms of toxicity, clinical manifestations, and pathogenesis of common toxic exposures including corrosives, pesticides, heavy metals, volatile agents, therapeutic drugs, plant toxins, and animal poisoning. 4.6.1 Describe the pathophysiological changes associated with cardiovascular, respiratory, neurological, gastrointestinal, and toxicological emergencies. 4.7.1 Explain the indications, mechanisms of action, adverse effects, contraindications, and interactions of drugs commonly used in emergency medicine and toxicology. 4.7.2 Describe the mechanisms of toxicity, pharmacological effects, and principles of management of poisoning by therapeutic agents. 4.8.1 Interpret electrocardiograms, chest radiographs, arterial blood gases, and laboratory investigations commonly used in emergency medicine. Interpret toxicological investigations and laboratory findings

				commonly used in the diagnosis and management of poisoned patients. 5.1.1 Recognize the roles of healthcare team members involved in the management of emergency and critically ill patients.
OSPE/OSCE	Click or tap to enter a date.	**30**		1.11.1 Describe the principles and indications of basic emergency procedures, including airway management, oxygen administration, ECG recording, and venous access. 1.12.1 Apply infection control measures, patient safety principles, and monitoring during emergency care. 1.13.1 Develop evidence-based management plans for dyspnea, chest pain, shock, respiratory failure, poisoning, and cardiac emergencies. 1.14.1 Communicate effectively with patients and relatives regarding diagnosis, treatment options, and prognosis in emergency situations. 1.15.1 Demonstrate appropriate emergency management including CPR, basic life support, initial stabilization, and first aid measures. 1.15.2 Describe the principles of basic and advanced life support, initial stabilization, and first aid in emergency situations, including key differences between adult and pediatric resuscitation. 1.16.1 Apply appropriate pharmacological and non-pharmacological interventions for pain relief and symptom control in emergency and critically ill patients. 1.17.1 Recognize situations requiring end-of-life care and contribute to appropriate symptom management and family support. 2.1.1 MLO21: Identify major determinants and risk factors contributing to common emergency conditions.

				2.2.1 Recognise socioeconomic, psychological, and cultural factors affecting emergency presentation, treatment compliance, and patient outcomes.
TBL	Click or tap to enter a date.	**8**	**Individual Readiness Assurance Test (iRAT) 4** **Team Application Scenario-Based 4 SBA Questions)**	2.4.1 Identify common community health risks related to poisoning, cardiovascular emergencies, respiratory diseases, trauma, and chronic illnesses. 2.5.1 Describe preventive measures and health education strategies for reducing the burden of common emergency conditions and poisoning
Flipped Sessions	Click or tap to enter a date.	**2**	**Case scenario based mcq**	4.6.1 Describe the pathophysiological changes associated with cardiovascular, respiratory, neurological, gastrointestinal, and toxicological emergencies

Student Assessment Results	
Number of students (who started the module):	**1364**
Number of students (who completed the module/ sat for the exam):	**1350**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**14**
Total number of students who passed the exams successfully:	**1348**
Percentage of success (out of the total number of students who sat for the final exam)	**99.85%**

Grade Distribution						
Grade	**A**	**B**	**C**	**D**	**F**	**F-**
Number of students	**1149**	**154**	**39**	**6**	**2**	
Percentage	**85.11 %**	**11.40%**	**2.88 %**	**0.4%**	**0.14 %**	
Total number of students who failed the exams:			**2**			
Percentage of failure (for the total number of students who took the final exam)			**0.14 %**			

2. Student Feedback

Item	Comment
Means of Evaluation:	**Google form**
Timing of Evaluation:	**15-6-2025**
Number of students who participated in the course evaluation	355
Percentage of participants to the total number	**68.7%**
Important points of satisfaction	• Use of checklists during clinical training. • Role play as an effective teaching strategy. • Supportive teaching staff. • Interactive learning activities. • Good organization of module content.
Important points of improvement	• Increase bedside teaching opportunities. • Expand patient-based learning activities. • Increase clinical exposure. • Enhance practical and hands-on learning experiences

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	Responsible	Notes
1.	Increase bedside teaching sessions.	**Allow more bedside teaching and increase clinical sessions**		
2.	Strengthen clinical ward-based learning.	**Schedule preparation to allow more clinical sessions**		
3.	Continue collecting and reviewing student feedback.	**Increase methods of feedback collection and analysis**		
4.	Monitor improvement indicators annually.	**Continuous monitoring through the year**		

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