Community Medicine Module Report

Academic Year: 2025/2026 Semester: …S6…

1. Basic Information

Module Title (according to the bylaw):	**Community medicine**
Module Code (according to the bylaw):	**MED- 305**
Department/s that participated in the teaching:	**Public health and community medicine**
Total number of credit hours/points of the course:	**10.5 credit points**
Module Type:	**Compulsory اجباري**
The level to which the course was introduced:	**Year/Level 3**
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty/Institute:	**Faculty of Medicine**
University/Academy:	**Zagazig university**
Name of Module Coordinator:	**Prof: Amani Shawki Ahmed (Main coordinator)** **Prof. Marwa Bayomi** **Prof. Ghada Salem** **Dr. Mona Sami** **Dr. Lamiaa Lotfy** **Dr. Doaa Habib** **Dr. Enjy Esmat**
Date of approval of the course report: 15/9/2026	

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)
17	------	26	

Instructor Name	Department	Academic degree	Specialty
1. Ghada Mahmoud Khalil	Public Health and Community Medicine	Professor	Public Health and Community Medicine
2. Samah Samir Sheta	Public Health and Community Medicine	Professor	Occupational and Environmental Medicine
3. Noha Mohamed Abd El-Salam	Public Health and Community Medicine	Professor	Public Health and Community Medicine
4. Amira El-Sayed Abd El-Salam	Public Health and Community Medicine	Professor	Public Health and Community Medicine
5. Dalia Abdullah Mohamed	Public Health and Community Medicine	Professor	Occupational and Environmental Medicine
6. Aml Elwan Mohamed	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
7. Hana Abo El-azaeem Nofal	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
8. Hala Ahmed Magdy	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
9. Dina Sameh Mohamed	Public Health and Community Medicine	Assistant Professor	Occupational and Environmental Medicine
10. Afaf Mahmoud El-Adl	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
11. Mona Hamed Ibrahim	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
12. Nesma Abdullah Mahmoud	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
13. Hebatullah Magdy Fawzy	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
14. Enjy Ahmed Esmat	Public Health and Community Medicine	Lecturer	Occupational and Environmental Medicine
15. Lamyaa El-SayedNasr	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
16. Mona Fathy Ali Zaitoun	Public Health and Community Medicine	Lecturer	Occupational and Environmental Medicine
17. Doaa Mohamdy	Public Health and	Lecturer	Public Health and

Mohamed	Community Medicine		Community Medicine
18. Noha Hesham El-awdy	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
19. Nada Hesham El-awdy	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
20. Amira Shewally Mohamed	Public Health and Community Medicine	Assistant Lecturer	Occupational and Environmental Medicine
21. Yasmin Essam Ahmed	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
22. Soaad Abd El-azeem Hassan	Public Health and Community Medicine	Assistant Lecturer	Occupational and Environmental Medicine
23. Samah Ahmed Abd El-aal	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
24. Dina Gaber Zaki	Public Health and Community Medicine	Assistant Lecturer	Occupational and Environmental Medicine
25. Donia Attia Sadoun	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
26. Amira Ibrahim Abd El-Rahman	Public Health and Community Medicine	Assistant Lecturer	Occupational and Environmental Medicine
27. Nora Rashad Ahmed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
28. Eman Tahseen El-Sayed	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine
29. Eman Samy Hamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
30. Esraa Abd El-salam Ibrahim	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine
31. Yousra Ayman Yassen	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
32. Gehad Fawzy Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
33. Amira Essam Ahmed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
34. Hadeer Mohsen Mohamed	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine
35. Hagar Nader Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
36. Arwa Khaled Abd El-aleem	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine

37. Shimaa Alaa Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
38. Marina Farid Abdo	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine
39. Omnia Mohamed Mostafa	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
40. Rana Gamal Mohamed	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine
41. Yara Ahmed Abdullah	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
42. Yara Hossam El-Dein Mohamed	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine
43. Sara Waheed Abd El-aziz	Public Health and Community Medicine	Demonstrator	Occupational and Environmental Medicine

Notes

- Faculty staff : students ratio = 17 : 1433 = 1 : 84.29
- Teaching assistants : students ratio = 26 : 1433 = 1 : 55.1

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)
14	42.5	104.5		70	

Week #	Course Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
1st	- Basic Concepts - Demography - Management - Population pyramids - Planning function - Priority	15.5	2 1.5	 2 1.5 1.5 1 1	5
2nd	- Quality - Quality tools - Surveillance - Screening	15.5	2 1.5	 2 3 2	5
3rd	- Behavioral science - community based screening - Health education - Field preparation	15.5	2	 2 2 4.5	5

	4th	- Health promotion - Partnership - QOL - General epidemiology - Outbreak management - Waterborne epidemic	15.5	2 1.5	 2 2 1.5 1.5	5
	5th	- Field visits	15.5		10.5	5
	6th	- Health economics - General preventive measures - Vaccine - Viral airborne - Bacterial airborne	15.5	2 1.5	 2 2 1.5 1.5	5
	7th	- Analysis of field	15.5	2	4 4.5	5
	8th	- Non-communicable diseases - COVID-19, influenza prevention - TB prevention	15.5	2 1.5	3 2 2	5
	9th	- Mental health (risk factors and prevention) - Viral Food borne - Bacterial Food borne	15.5	2 1.5	2 2 3	5
	10th	- Contact (Hepatitis, Rabies) - Report writing	15.5	2 1.5	2 5	5
	11th	- Nutrition and health - Contact (Tetanus, HIV) - Arthropod (Malaria) - Arthropod (Filarial, Plague)	15.5	2 1.5	2 1.5 2 1.5	5
	12th	- Environmental health and air pollution - Emerging diseases+ Ebola - Travel Medicine + Yellow fever - Accidents	15.5	2 1.5	2 1.5 2 1.5	5
	13th	- Occupational Health - Mental health (substance abuse) - Health promotion in nutrition - Food safety and security	15.5	2 1.5	2 1.5 2 1.5	5
	14th	- Occupational lung diseases - Hazards of extreme temperature - Water sanitation - waste disposal	15.5	2 1.5	2 1.5 2 1.5	5
		Total	217	42.5	104.5	70

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	10/5/2026	42	42	As mentioned in course specs
Field		10		As mentioned in course specs
Assignments/Report	June 2026	6		As mentioned in course specs
Portfolio	June 2026	5	Written feedback for student's reflections	As mentioned in course specs
Final Written	6/23/2026	84	4	As mentioned in course specs
OSPE	6/25/2026	63	6	As mentioned in course specs

Student Assessment Results	
Number of students (who started the module):	1433
Number of students (who completed the module/ sat for the exam):	1409
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	Number of students who did not attend the final exam: 24 students • Absent: 24 • Deprived (attendance): 0
Total number of students who passed the exams successfully:	• عدد اللي دخلوا الامتحان: 1409 • عدد اللي نجحوا (في الامتحان التحريري) : 1399
Percentage of success (out of the total number of students who sat for the final exam)	$Success\ Rate = \frac{1399}{1409} \times 100 = 99.3\%$

Grade Distribution

Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	131	214	318	720	26
Percentage	9.3%	15.19%	22.6%	51.1%	1.9%
Total number of students who failed the exams:					26 طالب
Percentage of failure (for the total number of students who took the final exam)					$Failure\ Rate = \frac{26}{1409} \times 100 = 1.9\%$

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

Item	Comment
Means of Evaluation:	An online evaluation form was distributed to students through a feedback link. Students who submitted their portfolios were asked to evaluate the Community Module.
Timing of Evaluation:	At the end of the module
Number of students who participated in the course evaluation	Number of students who participated in the course evaluation: A total of 1,392 students completed the course evaluation. as it was an item in the portfolio.
Percentage of participants to the total number	Percentage of participants to the total number: 95.8% of the enrolled students (1,392/1,453) participated in the evaluation.
Important points of satisfaction	Students highly appreciated the field study experience. The field activities enhanced the practical understanding of community health concepts.
Important points of dissatisfaction	Some students considered the course content lengthy. Add additional practical applications.

3. Staff Members' Reflections

Staff feedback ranges from good to excellent, reflecting general satisfaction with the educational process.
· The curriculum is viewed as well structured, clearly aligned with learning objectives, and supported by scientific content that is comprehensive, evidence-based, and regularly updated.
· Most staff consider the available teaching resources such as classrooms, labs, and basic materials to be generally adequate for routine instructional needs.
· A major recurring concern is infrastructure strain caused by a high student-to-resource ratio, particularly affecting computer labs, data systems, and physical facilities.
· Staff consistently call for continuous maintenance and systematic upgrading of digital tools, interactive technologies, and access to updated reference materials.
· *Recommended actions* include:
(a) conducting a formal infrastructure audit to identify capacity gaps.
(b) investing in technological upgrades and routine maintenance.

(Module Enhancement

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 field visit Application**	Increase the number and duration of field visits to	Two visits to primary health	Community medicine	

		primary health care centers and community facilities.	care centers for each student and to be a part of the student portfolio	department staff	
2.	**Interactive Teaching**	Increase the integrated quizzes and real-world case studies into small group sessions.	Encourage student participation through group discussions and presentations.	Community medicine department staff	
3.		Upgrade and regularly maintain technological infrastructure and educational equipment	Conduct periodic assessment of technological needs,	Department Head, Teaching Staff, Technical Support	

م	نقاط تحتاج إلى تطوير أو تحسين	الإجراءات التصحيحية / التحسينية	آلية التنفيذ	المسؤول	ملاحظات
1	**محدودية تطبيق الزيارات الميدانية**	زيادة عدد ومدة الزيارات الميدانية إلى مراكز الرعاية الصحية الأولية والمنشآت المجتمعية.	تنفيذ زيارتين إلى مراكز الرعاية الصحية الأولية لكل طالب، على أن يتم توثيق الزيارات ضمن **ملف إنجاز الطالب (Student Portfolio)**.	أعضاء هيئة التدريس بقسم طب المجتمع	
2	**التدريس التفاعلي**	زيادة استخدام الاختبارات التفاعلية ودراسات الحالات الواقعية ضمن جلسات المجموعات الصغيرة.	تشجيع مشاركة الطلاب من خلال المناقشات الجماعية والعروض التقديمية.	أعضاء هيئة التدريس بقسم طب المجتمع	
3	**تطوير البنية التحتية التكنولوجية والأجهزة التعليمية والصيانة الدورية**	تحديث البنية التحتية التكنولوجية والأجهزة والمعدات التعليمية، مع إجراء الصيانة الدورية لضمان كفاءتها واستمرارية استخدامها في العملية التعليمية.	إجراء تقييم دوري للاحتياجات التكنولوجية، ووضع خطة للصيانة الدورية، مع تحديث أو استبدال الأجهزة والمعدات وفقًا للاحتياجات والإمكانات المتاحة.	**رئيس القسم، أعضاء هيئة التدريس، والدعم الفني**	

Name and Signature
Module Coordinator

Name and Signature
Head of the department council

Module Report

Academic Year: 2025/2026 Semester: S5

1. Basic Information

Module Title (according to the bylaw):	Systemic Pathology and Therapeutics II
Module Code (according to the bylaw):	MED-302
Department/s that participated in the teaching:	▪ Pathology ▪ Clinical Pharmacology
Total number of credit points of the module:	10.5 CP
Module Type:	Compulsory
The level to which the module was introduced:	3rd Academic Year
Academic Program:	Bachelor of Medicine and Surgery (MBBCh)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig University
Name of Module Coordinator:	**Dr. Shireen Sami Mahmoud** *Assistant Professor of Clinical Pharmacology* *Faculty of Medicine – Zagazig University*
Date of approval of the module 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)**
49 (15 professors + 17 ass. professors + 17 lecturers)	----	48 (29 demonstrators + 19 ass. lecturers)	----

Instructor Name	**Department**	**Academic degree**	**Specialty**
1. منى محمد السيد إبراهيم	الباثولوجي	أستاذ	الباثولوجي
2. نجلاء علي مصطفى رمضان	الباثولوجي	أستاذ	الباثولوجي
3. وفاء محمد رفعت توفيق	الباثولوجي	أستاذ	الباثولوجي
4. منى جورج شفيق غالي	الباثولوجي	أستاذ	الباثولوجي
5. سماح صلاح عبد الفتاح علي	الباثولوجي	أستاذ	الباثولوجي

6. عزيزة السيدعبد الرحمن عبده	الباثولوجي	أستاذ	الباثولوجي
7. عبير مجدي حسن حافظ	الباثولوجي	أستاذ	الباثولوجي
8. عبير محمد عبد الباري أحمد	الباثولوجي	أستاذ	الباثولوجي
9. هناء عبد الغني أحمد عطوة	الباثولوجي	أستاذ	الباثولوجي
10. عنان فتحي محمد عبد العال	الباثولوجي	أستاذ	الباثولوجي
11. دعاء عبد العزيز إبراهيم رمضان	الباثولوجي	أستاذ	الباثولوجي
12. منى مصطفى أحمد محمد	الباثولوجي	أستاذ	الباثولوجي
13. يوسف عبد النبي بيومي النصيري	الباثولوجي	أستاذ مساعد	الباثولوجي
14. اسماء حسين محمد عبد المقصود	الباثولوجي	أستاذ مساعد	الباثولوجي
15. ايناس محمد محمد فؤاد	الباثولوجي	أستاذ مساعد	الباثولوجي
16. منى سعيد مصطفى محمد	الباثولوجي	أستاذ مساعد	الباثولوجي
17. نها فاروق أحمد عبد الله	الباثولوجي	أستاذ مساعد	الباثولوجي
18. مي أحمد عبد الوهاب جبران	الباثولوجي	أستاذ مساعد	الباثولوجي
19. دعاء إبراهيم عبد الرحمن محمد	الباثولوجي	أستاذ مساعد	الباثولوجي
20. نيللي محمد سعيد عبد الرحمن	الباثولوجي	أستاذ مساعد	الباثولوجي
21. اسماء عبد اللطيف محمد حسين	الباثولوجي	أستاذ مساعد	الباثولوجي
22. منة الله هشام محمد فكري	الباثولوجي	مدرس	الباثولوجي
23. ريهام سامح محمد عبد العزيز	الباثولوجي	مدرس	الباثولوجي
24. لبنى عبد العزيز أحمد	الباثولوجي	مدرس	الباثولوجي
25. بسمه حامد إبراهيم أحمد	الباثولوجي	مدرس	الباثولوجي
26. سلمى أحمد محمود زكي	الباثولوجي	مدرس	الباثولوجي
27. صفاء عبد الله أحمد السيد	الباثولوجي	مدرس	الباثولوجي
28. مها أحمد محمود شهاب	الباثولوجي	مدرس	الباثولوجي
29. هبه محمود عبد الجليل عبد المقصود	الباثولوجي	مدرس	الباثولوجي
30. رنا أحمد غريب يوسف	الباثولوجي	مدرس	الباثولوجي

31. هند علاء الدين عبد الباسط هدهود	الباثولوجي	مدرس مساعد	الباثولوجي
32. نورا طارق وصفي عبد الغني	الباثولوجي	مدرس مساعد	الباثولوجي
33. آيه محمد الشبراوي سليم	الباثولوجي	مدرس مساعد	الباثولوجي
34. ريهام مصطفى أحمد الشهيدي	الباثولوجي	مدرس مساعد	الباثولوجي
35. ياسمين محمد موسى علي	الباثولوجي	مدرس مساعد	الباثولوجي
36. أسماء كامل سعيد السيد	الباثولوجي	مدرس مساعد	الباثولوجي
37. منة الله أيمن محمد عبد الله	الباثولوجي	مدرس مساعد	الباثولوجي
38. هند اسعد عبد الحي غريب	الباثولوجي	مدرس مساعد	الباثولوجي
39. تسنيم عبد الله أبو مشهور	الباثولوجي	مدرس مساعد	الباثولوجي
40. أمل محمد محمد فهيم	الباثولوجي	مدرس مساعد	الباثولوجي
41. رغدة مهدي محمد مهدي	الباثولوجي	مدرس مساعد	الباثولوجي
42. آيه جمال محمد سرحان	الباثولوجي	مدرس مساعد	الباثولوجي
43. نورهان محمد محمد سليمان	الباثولوجي	مدرس مساعد	الباثولوجي
44. ندى حسام صلاح الدين محمد	الباثولوجي	معيد	الباثولوجي
45. شيماء أحمد رشاد احمد	الباثولوجي	معيد	الباثولوجي
46. آيه محمد مصطفى البوني	الباثولوجي	معيد	الباثولوجي
47. آلاء ابراهيم محمد محمد	الباثولوجي	معيد	الباثولوجي
48. سجده محمد مرجان متولي	الباثولوجي	معيد	الباثولوجي
49. آيه رضا سامي عبد الصمد	الباثولوجي	معيد	الباثولوجي
50. الاء محمد رشاد الشوربجي	الباثولوجي	معيد	الباثولوجي
51. آية محمد محمد حافظ	الباثولوجي	معيد	الباثولوجي
52. عائشة السيد محمد عبد السميع	الباثولوجي	معيد	الباثولوجي
53. هدى محمد عبد الحميد محمود	الباثولوجي	معيد	الباثولوجي
54. آلاء ناجي عبد موسى	الباثولوجي	معيد	الباثولوجي
55. أحمد أحمد عبد السميع	الفارماكولوجيا الإكلينيكية	أستاذ	الفارماكولوجيا الإكلينيكية
56. نهى عباس طلب	الفارماكولوجيا الإكلينيكية	أستاذ	الفارماكولوجيا الإكلينيكية
57. سعاد لطفي قابيل	الفارماكولوجيا الإكلينيكية	أستاذ	الفارماكولوجيا الإكلينيكية
58. نفرتيتي محمد محمود	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية

59. أمل السيد سالم	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
60. رشا محمد صبري	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
61. دعاء محمد عبد الله	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
62. شيرين سامي محمود	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
63. أميرة محمد عبد الحميد	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
64. هبه صبري أحمد	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
65. ياسمين محمود السيد	الفارماكولوجيا الإكلينيكية	أستاذ مساعد	الفارماكولوجيا الإكلينيكية
66. ريهام إبراهيم الجارحي	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
67. دعاء سامي فضالي	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
68. إيمان أحمد إبراهيم	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
69. زينب محمود سعيد	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
70. أميرة عبد العظيم قاعود	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
71. إسراء يحيى صديق	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
72. ترتيل يوسف حسن	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
73. أماني مقبل زايد	الفارماكولوجيا الإكلينيكية	مدرس	الفارماكولوجيا الإكلينيكية
74. أميرة صبحي محمود	الفارماكولوجيا الإكلينيكية	مدرس مساعد	الفارماكولوجيا الإكلينيكية
75. رباب صابر محروس	الفارماكولوجيا الإكلينيكية	مدرس مساعد	الفارماكولوجيا الإكلينيكية
76. ولاء الدسوقي إبراهيم	الفارماكولوجيا الإكلينيكية	مدرس مساعد	الفارماكولوجيا الإكلينيكية
77. ندى محمد حسن	الفارماكولوجيا الإكلينيكية	مدرس مساعد	الفارماكولوجيا الإكلينيكية
78. إسراء محمد نجيب	الفارماكولوجيا الإكلينيكية	مدرس مساعد	الفارماكولوجيا الإكلينيكية
79. شيماء أشرف محمد	الفارماكولوجيا الإكلينيكية	مدرس مساعد	الفارماكولوجيا الإكلينيكية
80. آلاء نصر عيد الوهاب	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
81. آلاء محمود الإبياري	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
82. إسراء محمد محمود	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
83. مريم عزمي شلبي	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
84. نهى أحمد خليل	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
85. هايدي محمد علي	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
86. منة الله علي محمد	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
87. إسراء حاتم أحمد	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
88. ندى محمد مهدي	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية

89. ندى عطية سعدون	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
90. ريم سعيد عبد المنعم إبراهيم	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
91. إيمان محمد علي سليم	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
92. مريم سعيد أحمد	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
93. كريمه رجب محمد	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
94. آية طارق عبد العظيم	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
95. هبه ثابت يوسف	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
96. آية عبد الرحمن السيد	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية
97. منار محمد محمود	الفارماكولوجيا الإكلينيكية	معيد	الفارماكولوجيا الإكلينيكية

Notes:

- The specialty of the teaching staff and teaching assistants was well aligned with the module's content.
- The student to staff ratio was approximately 15:1 reflecting a favorable academic environment that facilitates effective teaching and student engagement
- While practical sessions were assigned to the module teaching assistants based on their competence, experience, and strong background in delivering practical instructions to students, theoretical sessions were assigned to the module teaching staff based on their qualifications and knowledge in providing theoretical materials to students.
- Students were split up into Groups A, B, and C with further subdivisions into subgroups to ensure that group size was suitable for the module's nature and to meet students' educational and practical learning needs. This arrangement improved student involvement during practical sessions and enabled the successful application of active teaching and learning methodologies.
- • تم مواءمة تخصص أعضاء هيئة التدريس والهيئة المعاونة مع محتوى المقرر بما يتماشى مع معايير الجودة والاعتماد الأكاديمي. وبلغت نسبة الطلاب إلى أعضاء هيئة التدريس حوالي 1:15، وهو ما يُعد ضمن النسب الموصى بها وفق معايير ضمان الجودة، مما يعكس بيئة تعليمية مواتية تسهم في تحقيق التدريس الفعال وتعزيز تفاعل الطلاب.
- • تم إسناد الجلسات التعليمية العملية إلى أعضاء الهيئة المعاونة بالمقرر، وذلك بناءً على كفاءتهم وخبراتهم وخلفيتهم القوية في تقديم التعليم والتدريب العملي للطلاب.
- • تم تقسيم الطلاب إلى المجموعات A وB وC، مع تقسيم كل مجموعة إلى 8–10 مجموعات فرعية، وذلك لضمان ملاءمة حجم المجموعات لطبيعة المقرر وتلبية الاحتياجات التعليمية والعملية للطلاب. وقد ساهم هذا التنظيم في التطبيق الفعال لاستراتيجيات التعليم والتعلم النشط، وتعزيز مشاركة الطلاب وتفاعلهم أثناء الجلسات العملية.

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
5 weeks	117	30	----	141.75	----

Notes on:

Topics not covered, changes in teaching methods, number of teaching hours or content:

- The teaching staff and teaching assistants carefully delivered the module's content to guarantee that theoretical and practical content properly aligned with the allocated number of teaching weeks. Consequently, all topics specified in the module specification were successfully covered within the scheduled timeframe. Furthermore, all teaching and learning strategies outlined in the module specification, particularly active learning approaches, were effectively implemented to enhance students' learning experience and support the achievement of the intended learning outcomes. This contributed to improving students' academic performance and overall educational development.

- However, during module implementation, a few sessions required adjustment as the allocated time was either insufficient or more than necessary for the planned content.
- Additionally, due to unforeseen emergency circumstances, the following were done:
  - Some lectures were delivered as recorded lectures, including:
    1. Pathology of the vulva, vagina and cervix
    2. Pathology of the placenta
    3. Pathology of non-neoplastic breast lesions
    4. Principles of drugs in pregnancy, lactation and childhood
    5. Pathology of neoplastic breast lesions
    6. Pathology of benign and malignant bone tumors
    7. Pathology of bone inflammation and infections (osteomyelitis and abscess)
  - Some small group sessions, and practical sessions were delivered as interactive online sessions instead of face-to-face sessions, including:
    1. Pathology of the ovary (SGS and practical)
    2. Pathology of non-neoplastic breast lesions (SGS)
    3. Pathology of the placenta (practical)
    4. Pathology of neoplastic breast lesions (SGS)
    5. Pharmacology of estrogens and progestins (SGS)
    6. Pediatric dosage forms and dose calculation (practical)
- These modifications ensured continuity of teaching while maintaining student engagement and achievement of the intended learning outcomes.
- In addition, supplementary learning resources were provided to students through the learning management system, including lecture notes, educational materials, and recommended references. Students were also given access to Incision Academy modules and online learning modules to support their self-learning and improve their understanding of the practical parts of the module.

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 **(end module)**	**12/17/2025**	31	Twenty-Nine Single Best Answered (SBA) Questions	**4.5.2** Explain the multifactorial pathogenesis of common neurological disorders. **4.5.3** Identify the underlying causes of common musculoskeletal disorders based on clinical and laboratory findings. **4.8.3**Interpret histopathological features associated with common endocrine disorders. **1.8.3** Apply pharmacological knowledge to the management of common neurological and musculoskeletal disorders. **1.8.4** Apply pharmacological knowledge to the management of common endocrine and reproductive disorders. **4.7.1** Describe pharmacokinetics and pharmacodynamics of narcotic analgesics, antipyretic analgesics, and drugs used in migraine headache. **4.7.2** Describe the pharmacology of drugs used in sleep disorders and epilepsy. **4.7.3** Describe pharmacokimetics and pharmacodynamics of drugs used in treatment of mood disorders.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
				4.7.4 Describe pharmacokinetics and pharmacodynamics of drugs used in treatment of neurodegenerative diseases. **4.7.5** Describe the pharmacology of general and local anesthetics. **4.7.6** Describe pharmacokinetics and pharmacodynamics of skeletal muscle relaxants and neuromuscular blockers. **4.7.7** Describe the pharmacology of drugs used in bone and joint disorders.
Final Written	**12/25/2025**	64	• Nine Modified Essay Questions. • Thirty-One SBA Questions.	**1.8.1** Apply pathological knowledge to common neurological and musculoskeletal disorders. **1.8.2** Apply pathological knowledge to common endocrine and reproductive disorders. **4.8.4** Interpret cytological and histopathological findings of common reproductive disorders, including breast and endometrial lesions. **4.5.1** Identify the causes of common neurological disorders, including genetic, developmental, metabolic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic conditions. **4.5.5** Explain the pathogenesis of common endocrine disorders. **1.8.3** Apply pharmacological knowledge to the management of common neurological and musculoskeletal disorders. **1.8.4** Apply pharmacological knowledge to the management of common endocrine and reproductive disorders. **4.7.1** Describe pharmacokinetics and pharmacodynamics of narcotic analgesics, antipyretic analgesics, and drugs used in migraine headache. **4.7.2** Describe the pharmacology of drugs used in sleep disorders and epilepsy. **4.7.3** Describe pharmacokimetics and pharmacodynamics of drugs used in treatment of mood disorders. **4.7.4** Describe pharmacokinetics and pharmacodynamics of drugs used in treatment of neurodegenerative diseases. **4.7.5** Describe the pharmacology of general and local anesthetics. **4.7.6** Describe pharmacokinetics and pharmacodynamics of skeletal muscle relaxants and neuromuscular blockers.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
				4.7.7 Describe the pharmacology of drugs used in bone and joint disorders. **4.7.8** Describe the pharmacology of drugs used in treatment of anterior and posterior pituitary disturbances. **4.7.9** Describe pharmacokinetics and pharmacodynamics of drugs used in thyroid and parathyroid glands disorders. **4.7.10** Describe pharmacokinetics and pharmacodynamics of drugs used in treatment of diabetes mellitus. **4.7.11** Describe the pharmacology of drug used in treatment of adrenal gland disorders. **4.7.12** Describe pharmacokinetics and pharmacodynamics of estrogens, progestins, androgens and their antagonists. **4.7.13** Describe the pharmacology of hormonal contraception. **4.7.14** Describe the principles of drug therapy during pregnancy, lactation, infancy, and childhood.
OSPE	**12/28/2025**	47	16 stations	**4.8.1** Interpret common histopathological findings of neurological disorders. **4.8.2** Interpret the histopathological features of common musculoskeletal disorders. **4.8.3** Interpret histopathological features associated with common endocrine disorders. **4.8.4** Interpret cytological and histopathological findings of common reproductive disorders, including breast and endometrial lesions. **4.8.5** Interpret the experimental tracing and identify the unknown drug acting on neuromuscular junction in isolated Toad's rectus abdominus muscle. **4.8.6** Interpret clinical and diagnostic findings to determine the appropriate initial management of patients with glaucoma, diabetes mellitus, and hyperthyroidism. **4.8.7** Identify different methods of hormonal contraception and discriminate advantages and disadvantages of each method. **4.8.8** Identify different pediatric dosage forms and calculate pediatric doses of

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
				drugs using standard pharmacological formulas.
Booklet	Click or tap to enter a date.	---	---	---
Assignment	**12/25/2025**	4	Clinical Case with Modified Essay Questions	**4.5.6** Compare the pathogenesis of autoimmune and neoplastic endocrine disorders. **4.7.9** Describe pharmacokinetics and pharmacodynamics of drugs used in thyroid and parathyroid glands disorders.
First Formative Assessment https://forms.gle/s7etqagBNRgxTAAe8	**11/23/2025**	---	Thirty SBA Questions	**4.8.1** Interpret common histopathological findings of neurological disorders. **1.8.3** Apply pharmacological knowledge to the management of common neurological and musculoskeletal disorders. **4.7.1** Describe pharmacokinetics and pharmacodynamics of narcotic analgesics, antipyretic analgesics, and drugs used in migraine headache. **4.7.2** Describe the pharmacology of drugs used in sleep disorders and epilepsy. **4.7.3** Describe pharmacokimetics and pharmacodynamics of drugs used in treatment of mood disorders. **4.7.4** Describe pharmacokinetics and pharmacodynamics of drugs used in treatment of neurodegenerative diseases. **4.7.5** Describe the pharmacology of general and local anesthetics.
Second Formative Assessment https://forms.gle/zP4KP5f13BEog6ucA	**12/4/2025**	---	Forty SBA Questions	**4.8.2** Interpret the histopathological features of common musculoskeletal disorders. **4.7.6** Describe pharmacokinetics and pharmacodynamics of skeletal muscle relaxants and neuromuscular blockers. **4.7.7** Describe the pharmacology of drugs used in bone and joint disorders. **4.7.8** Describe the pharmacology of drugs used in treatment of anterior and posterior pituitary disturbances. **4.7.9** Describe pharmacokinetics and pharmacodynamics of drugs used in thyroid and parathyroid glands disorders. **4.7.10** Describe pharmacokinetics and pharmacodynamics of drugs used in treatment of diabetes mellitus. **4.7.11** Describe the pharmacology of drug used in treatment of adrenal gland disorders.

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)
Third Formative Assessment https://forms.gle/tiDSccWTFiJHpT578	**12/18/2025**	---	Twenty-Four SBA Questions	**4.8.4** Interpret cytological and histopathological findings of common reproductive disorders, including breast and endometrial lesions. **1.8.4** Apply pharmacological knowledge to the management of common endocrine and reproductive disorders. **4.7.12** Describe pharmacokinetics and pharmacodynamics of estrogens, progestins, androgens and their antagonists. **4.7.13** Describe the pharmacology of hormonal contraception. **4.7.14** Describe the principles of drug therapy during pregnancy, lactation, infancy, and childhood.
TBL	**12/7/2025**	8	- Individual Readiness Assurance Test (iRAT): Three SBA Questions - Team Application Scenario-Based: Clinical Case With Five SBA Questions	**4.8.3** Interpret histopathological features associated with common endocrine disorders. **4.7.9** Describe pharmacokinetics and pharmacodynamics of drugs used in thyroid and parathyroid glands disorders.
Flipped Sessions	**11/27/2025**	---	Five Modified Essay Questions About Treatment of Gout	4.7.7 Describe the pharmacology of drugs used in bone and joint disorders.
Field training	Click or tap to enter a date.	---	---	---
Projects	Click or tap to enter a date.	---	---	---
Portfolio	**12/22/2025**	4	Documentation of required learning activities and achievements according to the approved portfolio rubric.	**6.1.1** Evaluate personal learning performance through documented self-assessment and reflective practice to identify strengths, weaknesses, and learning needs. **6.2.1** Develop and document a personal learning plan based on identified learning needs and monitor progress toward achieving learning goals. **6.3.1** Compile evidence demonstrating the use of appropriate learning resources and effective learning strategies to support self-directed learning.

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

Student Assessment Methods that have been Implemented				
Method of Assessment *	**Date**	**Marks**	**Type and number of questions**	**Measured Module Learning Outcomes** (Mention the text)

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 module:

- All assessment activities and grading procedures were carried out in a fair and transparent manner according to the approved guidelines of the Credit Point Bylaw (2023) and the Faculty of Medicine assessment policies.
- Assessment blueprints were created to guarantee alignment between learning outcomes and assessment methods.
- Various assessment methods including quizzes, assignments, formative assessments, Team-Based Learning (TBL) activities, and portfolio assessment served not only as assessment tools but also as opportunities for students to practice different types of examination questions, gave students the chance to practice various exam question formats and assessment styles and improve their assessment-taking skills before the final summative examinations. This helped familiarize them with examination requirements and enhanced their preparedness for the final summative assessments [(final written examination and Objective Structured Practical Exam (OSPE)] which were used to evaluate students' achievement of the module learning outcomes.
- At the start of the module, students were informed about assessment methods, grade distribution, and passing requirements.
- Overall, the assessment methods provided appropriate opportunities to evaluate students' knowledge, practical skills, and professional performance and were aligned with the intended learning outcomes of the module.
- Further enhancement may be achieved through increasing formative assessment opportunities and providing more structured feedback to students to support continuous learning and academic improvement. During the current academic year, the OSPE was conducted by presenting stations using data shows due to logistical considerations. While this approach enabled assessment of students' knowledge and image interpretation skills, it provided limited opportunities to directly evaluate hands-on practical competencies. Therefore, it is recommended to reintroduce practical examination stations utilizing microscopes (to examine histopathological slides), specimens (jars), and laboratory-based activities. Such an approach would provide a more authentic assessment environment and enable more valid evaluation of the practical skills and competencies expected from students.

Student Assessment Results	
Number of students (who started the module):	1466
Number of students (who completed the module/ sat for the exam):	1428
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	38 Students: • Absent: 12 • Deprived: 26
Total number of students who passed the exams successfully:	1274
Percentage of success (out of the total number of students who sat for the final exam)	89.2%

Grade Distribution					
Grade	**ممتاز**	**جيد جداً**	**جيد**	**مقبول**	**راسب**

Number of students	649	285	245	95	154
Percentage	45.45%	20%	17.2%	6.6%	10.8%

Total number of students who failed the exams:	154
Percentage of failure (for the total number of students who took the final exam)	10.8%

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

Student Performance and Results

- Student performance in this year shows that most students successfully passed the module and achieved the required learning outcomes. However, some students did not meet the passing requirements for different reasons, including disciplinary actions related to cheating cases, not allowed to sit for the final exam because they exceeded the allowed absence limit, or failure to achieve the minimum passing score in the final examination. Irregular attendance and limited engagement in learning activities may also have affected the performance of some students.
- Overall, the results show different levels of student performance, and there is a need to improve attendance, engagement, and academic support in the future.

3. Student Feedback

*** Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - ……**

(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation:	**1- Student's Reflection Sheets are included in the portfolio** **2- Student Satisfaction Questionnaire**
Timing of Evaluation:	**1- Student's Reflection Sheets are included in the portfolio:** At the end of the module **2- Student Satisfaction Questionnaire:** At the end of the semester
Number of students who participated in the module evaluation	**1- In The Student's Reflection Sheets are included in the portfolio:** 500 **2- In The Student Satisfaction Questionnaire:** 289
Percentage of participants to the total number	**1- In The Student's Reflection Sheets are included in the portfolio:** 34.1% **2- In The Student Satisfaction Questionnaire:** 19.7%
Important points of satisfaction	1. Students were satisfied with the implementation of the Systemic Pathology and Therapeutics Module and the clarity of educational objectives. 2. Students reported that module objectives were clear and content was logically organized. 3. Students appreciated effective delivery of module content. Interactive teaching methods and practical sessions were positively evaluated. 4. Students indicated that the module enhanced scientific understanding, analytical thinking, and integration between theory and practice. 5. Assessment methods were generally considered fair and aligned with learning outcomes. 6. Students indicated effective portfolio application. 7. The learning environment was reported as supportive and respectful. Communication with staff was generally perceived positively.

Item	Comment
Important points of dissatisfaction	1. Inconvenient hot and crowded study halls. 2. Compressed teaching schedule. 3. Students expressed the need for more practical demonstrations using microscopes and case-based discussions. 4. Students requested more revision sessions before examinations.

4. Staff Members Reflections

*** Instructors' views on the educational process, scientific content, adequacy of resources, etc. (if any)**

- Staff members occasionally used their personal laptops for teaching due to technical problems encountered with computers and data shows.
- Sometimes the teaching quality was affected by the large number of students in a single session, particularly in practical, flipped, and TBL sessions.
- Faculty members reported that the module was delivered smoothly and that students responded adequately to interactive learning activities and continuous assessment. The portfolio provided useful information about the learning requirements, challenges and areas of difficulty.
- Staff members highlighted the importance of increasing hands-on practical assessment opportunities and continuing to expand the use of educational technologies and online learning resources. To improve the learning process even more, it was suggested that session scheduling and assessment methods be continuously reviewed.
- To prevent overlap with the examination period and to give enough time for assessment and feedback, staff members suggested scheduling the portfolio submission deadline earlier in the module.

5. Module Enhancement

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

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

Module development plan for the next academic semester/year

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

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Manage large student numbers in teaching sessions (lectures, practical classes, and TBL).	Divide students into two groups and schedule sessions in parallel or rotated groups to reduce overcrowding and improve interaction.	Split students into two groups and conduct parallel or rotating sessions according to the timetable and room capacity.	Curriculum Committee, Vice Dean for Education and Student Affairs
2.	Strengthen practical teaching activities and hands-on training.	Increase use of microscopes, histological slides, specimens (jars) and structured practical sessions.	Add structured practical sessions within the timetable.	Head of Department, Teaching Staff Teaching Assistants
3.	Increasing formative assessment in the theoretical component and implementing	Gradual reintroduction of structured practical examinations using specimen jars, slides, and laboratory stations.	Redesign the practical exam format in coordination with the department and teaching staff.	Head of Department, Teaching Staff Teaching Assistants

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
	formative assessment in theoretical component.			
4.	Enhance assessment feedback and communication with students.	Provide structured feedback sessions and timely communication of assessment results.	Oral and written feedback sessions after exams and assignments.	Teaching Staff
5.	Expand interactive teaching and case-based learning.	Increase use of TBL, clinical case discussions, and active learning strategies.	Integrate interactive activities into the weekly teaching plan.	Teaching Staff

1- تقسيم جروبات العملى الى جروبات صغيره
2- زياده الالتقييمات التكوينيه النظريه وتفعيل التقييمات التكوينيه العمليه
3- زياده الانشطه التفاعليه مثل الفصل المقلوب
4- زياده التغذيه المرجعيه ووسائل التواصل مع الطلبه

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

Dr. Shireen Sami Mahmoud
Assistant Professor of Clinical Pharmacology
Faculty of Medicine – Zagazig University

Module Report

Academic Year:2025/2026 Semester: …S5…

1. Basic Information

Module Title (according to the bylaw):	**Infection and Immunity Module**
Module Code (according to the bylaw):	**MED/301**
Department/s that participated in the teaching:	**Microbiology- Parasitology**
Total number of credit hours/points of the course:	**CP 12**
Module Type:	**Compulsory اجباري**
The level to which the course was introduced:	**1st academic year**
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty/Institute:	**Faculty of Medicine**
University/Academy:	**Zagazig university**
Name of Module Coordinator:	**Dr. Manar Gouda Gebriel (Microbiology)**
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)
95 members	------	38 members	------
Instructor Name	Department	Academic degree	Specialty
1. عفاف عبد الرؤوف طه عبد الباقي	Parasitology	Professor	Parasitology
2. صباح محمود أحمد محمد	Parasitology	Professor	Parasitology
3. غادة محمود فتحي مصطفى	Parasitology	Professor	Parasitology
4. نجلاء فتحي عبد العال عبد الرحمن	Parasitology	Professor	Parasitology
5. سارة عبد الرحمن محمد عبد الرحمن	Parasitology	Professor	Parasitology

6. سميرة متولي محمد على	Parasitology	Professor	Parasitology
7. سماح حسن سليمان يحيى	Parasitology	Professor	Parasitology
8. تهاني إسماعيل فرج علي	Parasitology	Professor	Parasitology
9. مروة احمد محمد سلامه	Parasitology	Professor	Parasitology
10. هويدا سعيد فؤاد معوض	Parasitology	Professor	Parasitology
11. إيناس فخري عبد الحميد السيد	Parasitology	Professor	Parasitology
12. إيمان مصطفى عبد الرحمن مصطفي	Parasitology	Assistant Professor	Parasitology
13. إيمان مجدي فوزي حسين	Parasitology	Assistant Professor	Parasitology
14. مروة عمر عبد العزيز السيد	Parasitology	Assistant Professor	Parasitology
15. إيناس سعيد عبد الفتاح البهائي	Parasitology	Assistant Professor	Parasitology
16. أسماء محمد يوسف محمد	Parasitology	Assistant Professor	Parasitology
17. سمر كامل عبد اللطيف حماد	Parasitology	Lecturer	Parasitology
18. رغدة عبد الرحمن مصطفى محمد	Parasitology	Lecturer	Parasitology
19. شيماء السيد محمد متولي عشوش	Parasitology	Lecturer	Parasitology
20. بسمة حسني عبد الحميد	Parasitology	Lecturer	Parasitology
21. إيمان سعد مصطفى إبراهيم	Parasitology	Lecturer	Parasitology
22. أسماء محمد محمود مصطفى درويش	Parasitology	Lecturer	Parasitology
23. سمر عبد النبي محمد محمود	Parasitology	Lecturer	Parasitology
24. أماني عبد الرحمن محمد مغاوري	Parasitology	Lecturer	Parasitology
25. إسراء صالح ابراهيم موسي	Parasitology	Lecturer	Parasitology
26. هبه هشام محمد فؤاد	Parasitology	Assistant lecturer	Parasitology
27. شيرين محمد عبد الغنى	Parasitology	Assistant lecturer	Parasitology
28. عليه ابراهيم محمد ابراهيم	Parasitology	Assistant lecturer	Parasitology
29. أسماء الطيب زين الدين عطية	Parasitology	Demonstrator	Parasitology
30. سارة ماجد يوسف ابراهيم	Parasitology	Demonstrator	Parasitology
31. آيات محمد عبد الرحمن عبد الحميد	Parasitology	Demonstrator	Parasitology
32. اميرة السيد حسانين حسين	Parasitology	Demonstrator	Parasitology
33. افنان أشرف احمد منصور	Parasitology	Demonstrator	Parasitology
34. اسراء حمدي فرج الشامي	Parasitology	Demonstrator	Parasitology
35. هند نهاد فتحي صالح	Parasitology	Demonstrator	Parasitology

36.اميرة احمد محمد جمعه	Parasitology	Demonstrator	Parasitology
37.ندي لطفي محمد نعيم	Parasitology	Demonstrator	Parasitology
38.ستيفاني ايمن الياس غالي	Parasitology	Demonstrator	Parasitology
39.دينا علاء محمد نبيل	Parasitology	Demonstrator	Parasitology
40.أ.د أحمد عامر	Microbiology	Professor	Microbiology
41.أ.د أحمد مراد	Microbiology	Professor	Microbiology
42.أ.د أمل عطا	Microbiology	Professor	Microbiology
43.أ.د أيمن علام	Microbiology	Professor	Microbiology
44.أ.د إيمان البهيدي	Microbiology	Professor	Microbiology
45.أ.د جيهان الشناوي	Microbiology	Professor	Microbiology
46.أ.د حسام عبد العزيز	Microbiology	Professor	Microbiology
47.أ.د داليا الحصري	Microbiology	Professor	Microbiology
48.أ.د راغدة عبد اللطيف	Microbiology	Professor	Microbiology
49.أ.د راندا صديق	Microbiology	Professor	Microbiology
50.أ.د ريهام الشبراوي	Microbiology	Professor	Microbiology
51.أ.د شيماء عبد العظيم منصور	Microbiology	Professor	Microbiology
52.أ.د عالية عبد المنعم	Microbiology	Professor	Microbiology
53.أ.د عبد الله البيلي	Microbiology	Professor	Microbiology
54.أ.د عزة الشرقاوي	Microbiology	Professor	Microbiology
55.أ.د علاء هدهود	Microbiology	Professor	Microbiology
56.أ.د عوني جاويش	Microbiology	Professor	Microbiology
57.أ.د فايزة فتحي	Microbiology	Professor	Microbiology
58.أ.د فوزية نوفل	Microbiology	Professor	Microbiology
59.أ.د ليلى القاضي	Microbiology	Professor	Microbiology
60.أ.د مروة عبد العظيم منصور	Microbiology	Professor	Microbiology
61.أ.د منى شلبي	Microbiology	Professor	Microbiology
62.أ.د مي مأمون	Microbiology	Professor	Microbiology
63.أ.د ميرفت سليمان	Microbiology	Professor	Microbiology
64.أ.د نسرين بدوي	Microbiology	Professor	Microbiology
65.أ.د نهلة عبد الحميد	Microbiology	Professor	Microbiology

66.أ.د. ماريان أسعد	Microbiology	Professor	Microbiology
67.ا.د ايناس عبد الظاهر	Microbiology	Professor	Microbiology
68.ا.د رحاب السكرى	Microbiology	Professor	Microbiology
69.أ.د.م الشيماء لطفي	Microbiology	Assistant Professor	Microbiology
70.أ.د.م امينة أحمد	Microbiology	Assistant Professor	Microbiology
71.أ.د.م دعاء الحسين	Microbiology	Assistant Professor	Microbiology
72.أ.د.م رانيا عامر	Microbiology	Assistant Professor	Microbiology
73.أ.د.م رحاب ربيع	Microbiology	Assistant Professor	Microbiology
74.أ.د.م رغداء عبد العزيز	Microbiology	Assistant Professor	Microbiology
75.أ.د.م ريهام حسن	Microbiology	Assistant Professor	Microbiology
76.أ.د.م شيرين عاطف	Microbiology	Assistant Professor	Microbiology
77.أ.د.م شيماء حسن	Microbiology	Assistant Professor	Microbiology
78.أ.د.م غادة عبد المنعم	Microbiology	Assistant Professor	Microbiology
79.أ.د.م لبنى القرشي	Microbiology	Assistant Professor	Microbiology
80.أ.د.م ماهر الشافعي	Microbiology	Assistant Professor	Microbiology
81.أ.د.م منار جودة	Microbiology	Assistant Professor	Microbiology
82.أ.د.م منار حسن	Microbiology	Assistant Professor	Microbiology
83.أ.د.م مي مالك	Microbiology	Assistant Professor	Microbiology
84.أ.د.م هبة دياب	Microbiology	Assistant Professor	Microbiology
85.أ.د.م هناء المغربي	Microbiology	Assistant Professor	Microbiology
86.أ.د.م وفاء صلاح	Microbiology	Assistant Professor	Microbiology
87.أ.د.م. هبة قدري	Microbiology	Assistant Professor	Microbiology
88.د. آلاء أسامة	Microbiology	Lecturer	Microbiology
89.د. أمل شوقي	Microbiology	Lecturer	Microbiology
90.د. زينب سعيد	Microbiology	Lecturer	Microbiology
91.د.نجوى ابراهيم	Microbiology	Lecturer	Microbiology
92.د. شيماء عصام	Microbiology	Lecturer	Microbiology
93.د. فداء نبيل	Microbiology	Lecturer	Microbiology
94.د. مروة حسن	Microbiology	Lecturer	Microbiology
95.د. مي الصادق	Microbiology	Lecturer	Microbiology

96. د. نشوي سليم	Microbiology	Lecturer	Microbiology
97. د. نورا اسماعيل	Microbiology	Lecturer	Microbiology
98. د. نورهان هلال	Microbiology	Lecturer	Microbiology
99. د. هناء عبد الهادي	Microbiology	Lecturer	Microbiology
100. د. هند عبد الله	Microbiology	Lecturer	Microbiology
101. د. هند مهدي	Microbiology	Lecturer	Microbiology
102. د. وسام عبد المنعم	Microbiology	Lecturer	Microbiology
103. د. ياسمين فهمي	Microbiology	Lecturer	Microbiology
104. د. آية بديوي	Microbiology	Lecturer	Microbiology
105. د. أسماء الشوبكي	Microbiology	Lecturer	Microbiology
106. د. إيناس الدسوقي	Microbiology	Lecturer	Microbiology
107. د. ايمان صلاح	Microbiology	Lecturer	Microbiology
108. د. بسمة الأزهري	Microbiology	Lecturer	Microbiology
109. د. فاطمة كامل	Microbiology	Lecturer	Microbiology
110. أروي عمر علي	Microbiology	Assistant Lecturer	Microbiology
111. آلاء عماد محمد رشاد	Microbiology	Assistant Lecturer	Microbiology
112. أميرة جمال محمد	Microbiology	Assistant Lecturer	Microbiology
113. صفية سلامة محمد	Microbiology	Assistant Lecturer	Microbiology
114. دينا هشام عوض شبانة	Microbiology	Demonstrator	Microbiology
115. إسراء أحمد محمود أحمد	Microbiology	Demonstrator	Microbiology
116. يمني احمد يحيى عبد الله فكري اباظة	Microbiology	Demonstrator	Microbiology
117. اسماء اسماعيل عبد الوهاب منصور	Microbiology	Demonstrator	Microbiology
118. نهي حلمي ابراهيم رجب البينا	Microbiology	Demonstrator	Microbiology
119. منة الله بلال محمد الهادي	Microbiology	Demonstrator	Microbiology
120. ايه محمد نشأت حامد	Microbiology	Demonstrator	Microbiology
121. الاء محمد عبد الحميد	Microbiology	Demonstrator	Microbiology
122. إسراء احمد السيد بحيري	Microbiology	Demonstrator	Microbiology
123. إسراء السيد علي	Microbiology	Demonstrator	Microbiology
124. دعاء نشأت محمد منير مجاهد	Microbiology	Demonstrator	Microbiology

125. ايمان عبد الناصر محمد حسين المصري	**Microbiology**	**Demonstrator**	**Microbiology**
126. ايه سعيد يوسف محمد	**Microbiology**	**Demonstrator**	**Microbiology**
127. اميرة السيد حسن محمد	**Microbiology**	**Demonstrator**	**Microbiology**
128. غادة عبد المنعم محمود عبد الله خطاب	**Microbiology**	**Demonstrator**	**Microbiology**
129. شيماء عبد المنعم محمود عبد الله خطاب	**Microbiology**	**Demonstrator**	**Microbiology**
130. نورهان سامي علي محمد محمد حسن	**Microbiology**	**Demonstrator**	**Microbiology**
131. أميرة مصطفى أحمد حمادة	**Microbiology**	**Demonstrator**	**Microbiology**
132. ندي محمد كمال أحمد حسين سرحان	**Microbiology**	**Demonstrator**	**Microbiology**
133. إسراء عصام الدين محمود هلال	**Microbiology**	**Demonstrator**	**Microbiology**

Notes:

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content. The student to staff ratio was approximately 11:1 reflecting a favorable academic environment that facilitates effective teaching and student engagement

2- Practical teaching sessions were assigned to the course teaching assistants based on their competence, experience, and strong background in delivering practical instruction to students.

3- Students were divided into Groups A, B, and C and each group subdivided into 8-10 subgroups to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. This arrangement facilitated the effective implementation of active teaching and learning strategies and enhanced student engagement during practical sessions.

●تم مواءمة تخصص أعضاء هيئة التدريس والهيئة المعاونة مع محتوى المقرر بما يتماشى مع معايير الجودة والاعتماد الأكاديمي. وبلغت نسبة الطلاب إلى أعضاء هيئة التدريس حوالي **11:1**، وهو ما يُعد ضمن النسب الموصى بها وفق معايير ضمان الجودة، مما يعكس بيئة تعليمية مواتية تسهم في تحقيق التدريس الفعال وتعزيز تفاعل الطلاب.

●تم إسناد الجلسات التعليمية العملية إلى أعضاء الهيئة المعاونة بالمقرر، وذلك بناءً على كفاءتهم وخبراتهم وخلفيتهم القوية في تقديم التعليم والتدريب العملي للطلاب.

●تم تقسيم الطلاب إلى **المجموعات A وB وC**، مع تقسيم كل مجموعة إلى **8–10مجموعات فرعية**، وذلك لضمان ملاءمة حجم المجموعات لطبيعة المقرر وتلبية الاحتياجات التعليمية والعملية للطلاب. وقد ساهم هذا التنظيم في التطبيق الفعال لاستراتيجيات التعليم والتعلم النشط، وتعزيز مشاركة الطلاب وتفاعلهم أثناء الجلسات العملية.

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical/clinical/...)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
	112 hrs.	**56 hrs.**		**162 hrs.**	

Week (1-7)	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
1st	Gram-Positive Cocci (*Staphylococcus*, *Streptococcus*, and *Enterococcus*).	39	4	4	1
	Gram-Negative Cocci (*Neisseria*, and *Moraxella*).		2	2	
	Non-Spore-Forming Gram-Positive Bacilli (*Corynebacterium*, and *Listeria*)		2	2	
	Spore-Forming Gram-Positive Bacilli (*Bacillus*, and *Clostridium*).		3		
	Enterobacteriaceae.		3	4	
	Fasciola & Heterophyes& Paragonimus		2	2	
	Schistosoma		2	2	1
	Ascaris		2	1	
2nd	Non-Fermentative Gram-Negative Bacilli *(Pseudomonas,* and *Acinetobacter).*	17			1
	Curved Gram-Negative Bacilli (*Vibrio*, *Campylobacter*, and *Helicobacter*).		2	2	
	Miscellaneous Fastidious Gram-Negative Bacilli (*Haemophilus*, *Bordetella*, *Brucella*, and *Leigonella*).				2
	Trichuris & *E. vermicularis*		2	2	
	Hookworm		2	2	
	Trichostrongyus & *Capilliria*		2		
3rd	Mycobacterium	25	2	2	
	Spirochaetes		2	2	
	Mycoplasma and Chlamydia Rickettsia and Actinomycetes		2		2
	Mycology		2	2	1
	Strongloids		2		
	Filariae (W. Bancrofti)		2	1	
	Filariae (rest of filariae) & *Dracanculus*		2	1	
4th	Virology (DNA viruses, and RNA viruses).	32	12	2	7
	Trichinella & Larva migrans (visceral – cutaneous)		2	1	
	Amoebiasis& ***Non-pathogenic amoebae & Free-living amoebae***		2	2	

Week (1-7)	Module Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical/Practical Training	Self-Learning/Others
	G. lamblia & non pathogenic flagellates		2	2	
5th	Applied Immunology	20	6	2	1
	Balantidium coli &Trichomonas		2		
	Cryptosporidiosis & Isospora – Cyclospora		2		2
	Intestinal nematodes and protozoa			2	
	Leishmaniasis		2		1
6th	Applied microbiology	25	3		6
	African& American trypanosomes		2	2	
	Malaria & Babesiosis		2	2	
	Toxoplasmosis		2	1	
	Filaria and malaria				1
	Mosquitoes, *Phlebotomus* & Flies		2	2	
7th	Flies	10		2	
	Fleas, Lice & Bugs		2	2	
	Ticks, Mites &Cyclops		2	2	
	Total Contact teaching hours	**168**	**87**	**56**	**25**
8th	**Microbiology revision**		10	6	
9th	**Parasitology revision**		10	4	
	Microbiology non-contact hours				86.5
	Parasitology non-contact hours				75.5
	Total hours	**360**			

Notes:

The course content was delivered in a well-structured manner by the teaching staff, ensuring appropriate integration of both theoretical and practical components within the designated teaching period. As a result, all topics outlined in the course specification were completed according to the planned schedule. In addition, the teaching and learning strategies specified in the course description, with particular emphasis on active learning methods, were successfully applied to enrich the learning process and facilitate the attainment of the intended learning outcomes. These efforts contributed positively to students' academic achievement and overall educational development.

تم تقديم محتوى المقرر بصورة منظمة ومدروسة من قِبل أعضاء هيئة التدريس، بما يضمن التكامل المناسب بين الجوانب النظرية والعملية خلال الفترة الزمنية المحددة للتدريس. وبناءً عليه، تم الانتهاء من جميع الموضوعات الواردة في توصيف المقرر وفقًا للجدول الزمني المخطط له.

بالإضافة إلى ذلك، تم تطبيق استراتيجيات التعليم والتعلم المحددة في توصيف المقرر بنجاح، مع التركيز بشكل خاص على أساليب التعلم النشط، بما ساهم في إثراء العملية التعليمية وتيسير تحقيق مخرجات التعلم المستهدفة. وقد انعكست هذه الجهود بصورة إيجابية على التحصيل الأكاديمي للطلاب وتطورهم التعليمي بشكل عام

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 (end-module)	**11/12/2025**	**36 marks**	**36 SBA**	**4.5.1**: Explain the microbiological causes, virulence mechanisms, and pathogenesis of common infectious diseases. **1.8.1**: Apply microbiological and immunological knowledge to explain the diagnosis, prevention, and management of common infectious diseases. **2.4.1**: Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.1**: Recognize the epidemiological characteristics and transmission patterns of common microbial and parasitic infections and their control measures. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections. **4.5.2:** Explain the etiology and pathogenesis of common parasitic infections. **4.6.1:** Describe the structural (morphological) and functional changes induced by parasitic infections in major human organ systems. **4.6.4:** Correlate parasite life cycles, tissue tropism, and host immune responses with the pathological manifestations and clinical features of parasitic diseases

				4.8.3: Identify the infective and diagnostic stages of medically important parasites in laboratory specimens. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections. **4.6.3:** Identify the gross and microscopic pathological changes associated with common parasitic diseases affecting the gastrointestinal systems.
Final Written	**1/15/2026**	**72 marks**	**14 SEQ + 36 SBA**	**4.5.1**: Explain the microbiological causes, virulence mechanisms, and pathogenesis of common infectious diseases. **1.8.1**: Apply microbiological and immunological knowledge to explain the diagnosis, prevention, and management of common infectious diseases. **2.4.1**: Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.1**: Recognize the epidemiological characteristics and transmission patterns of common microbial and parasitic infections and their control measures. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections. **4.5.2:** Explain the etiology and pathogenesis of common parasitic infections. **4.6.1:** Describe the structural (morphological) and functional changes induced by parasitic infections in major human organ systems. **4.6.4:** Correlate parasite life cycles, tissue tropism, and host immune responses with the pathological manifestations and clinical features of parasitic diseases

				4.8.3: Identify the infective and diagnostic stages of medically important parasites in laboratory specimens. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention and management of common parasitic infections. **4.6.3:** Identify the gross and microscopic pathological changes associated with common parasitic diseases affecting the gastrointestinal systems. **4.5.3:** Explain the immunological mechanisms involved in infectious and immune-mediated diseases. **4.5.2**: Explain the etiology and pathogenesis of common parasitic infections. **4.6.2:** Explain the pathophysiological mechanisms by which protozoan, helminthic, and ectoparasitic infections alter normal tissue and organ function. **2.4.1:** Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.2:** the role of epidemiological principles and biostatistics in the prevention and control of infectious diseases.
OSPE	**1/19/2026**		**54 SBA**	**4.6.1:** Describe the structural (morphological) and functional changes induced by parasitic infections in major human organ systems. **4.6.4:** Correlate parasite life cycles, tissue tropism, and host immune responses with the pathological manifestations and clinical features of parasitic diseases. **4.8.1:** Identify medically important microorganisms using appropriate microbiological laboratory techniques in accordance with quality assurance standards. **4.8.2:** Interpret laboratory findings used in the diagnosis of common microbial infections.

		54 marks		**4.8.3**: Identify the infective and diagnostic stages of medically important parasites in laboratory specimens. **4.8.4:** Interpret laboratory findings used in the diagnosis of common parasitic infections based on their characteristic morphological features. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention and management of common parasitic infections. **4.6.3:** Identify the gross and microscopic pathological changes associated with common parasitic diseases affecting the gastrointestinal systems. **4.5.3:** Explain the immunological mechanisms involved in infectious and immune-mediated diseases. **4.5.2**: Explain the etiology and pathogenesis of common parasitic infections. **4.6.2:** Explain the pathophysiological mechanisms by which protozoan, helminthic, and ectoparasitic infections alter normal tissue and organ function. **2.4.1:** Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.2:** the role of epidemiological principles and biostatistics in the prevention and control of infectious diseases.
Assignment	**10/7/2025**	**5 marks**	**One SEQ**	1.8.1: Apply microbiological and immunological knowledge to explain the diagnosis, prevention, and management of common infectious diseases.
Formative assessment	Click or tap to enter a date.	**zero**	**1st Formative assessment (30 SBA)** **2nd formative assessment (30 SBA)**	**1st Formative assessment** *https://docs.google.com/forms/d/e/1FAIpQLSc7pzigrhOfpFUFcp3Uw5Pi9WCGJ53ZSRmeSIeXhhiugRbLgw/viewform?usp=header* **4.5.1**: Explain the microbiological causes, virulence mechanisms, and pathogenesis of common infectious diseases.

				1.8.1: Apply microbiological and immunological knowledge to explain the diagnosis, prevention, and management of common infectious diseases. **2.4.1**: Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.1**: Recognize the epidemiological characteristics and transmission patterns of common microbial and parasitic infections and their control measures. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections. **4.5.2:** Explain the etiology and pathogenesis of common parasitic infections. **4.6.1:** Describe the structural (morphological) and functional changes induced by parasitic infections in major human organ systems. **4.6.4:** Correlate parasite life cycles, tissue tropism, and host immune responses with the pathological manifestations and clinical features of parasitic diseases **4.8.3**: Identify the infective and diagnostic stages of medically important parasites in laboratory specimens. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections. **2nd formative assessment** *https://docs.google.com/forms/d/e/1FAIpQLSfemJ5lJsI1YetNKMs70anT0XnPcBLid-J7l6gjwmoHG7fPWQ/viewform?usp=header* **4.6.3:** Identify the gross and microscopic pathological changes associated with common parasitic diseases affecting the gastrointestinal systems.

				4.5.3: Explain the immunological mechanisms involved in infectious and immune-mediated diseases. **4.5.2**: Explain the etiology and pathogenesis of common parasitic infections. **4.6.2:** Explain the pathophysiological mechanisms by which protozoan, helminthic, and ectoparasitic infections alter normal tissue and organ function. **2.4.1:** Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.2:** the role of epidemiological principles and biostatistics in the prevention and control of infectious diseases.
TBL	10/30/2025	**11 marks**	**Individual Readiness Assurance Test (iRAT) 5 SBA Questions** **Team Application Scenario-Based 5 SBA Questions**	**2.4.1**: Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections.
Portfolio	Click or tap to enter a date.	**2 marks**	**Documentation of required learning activities and achievements according to the approved portfolio rubric**	**2.4.1:** Identify common microbial and parasitic diseases of public health importance, their associated risk factors, and preventive measures in the community. **2.6.2:** the role of epidemiological principles and biostatistics in the prevention and control of infectious diseases. **1.8.1**: Apply microbiological and immunological knowledge to explain the diagnosis, prevention, and management of common infectious diseases. **1.8.2:** Apply parasitological knowledge to explain the diagnosis, clinical manifestations, prevention, and management of common parasitic infections.

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

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

1. **The assessment process was conducted in accordance with the Credit Point Bylaw (2023) and the Faculty of Medicine assessment policies.**
2. **A variety of assessment methods were used, including quizzes, final written examinations, OSPE, assignments, formative assessments, Team-Based Learning (TBL) activities, and portfolio assessment to evaluate students' achievement of the module learning outcomes.**
3. **Assessment blueprints were prepared to ensure alignment between learning outcomes and assessment methods.**
4. **Students were informed about assessment methods, grade distribution, and passing requirements at the beginning of the module.**
5. **Formative assessments, assignments, quizzes, and TBL activities served not only as assessment tools but also as opportunities for students to practice different types of examination questions and develop their assessment-taking skills before the summative examinations.**
6. **All assessment activities and grading procedures were conducted fairly and transparently according to the approved regulations of the Credit Point Bylaw (2023).**

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

Further enhancement may be achieved through increasing formative assessment opportunities and providing more structured feedback to students to support continuous learning and academic improvement.

During the current academic year, the practical examination was conducted using power-point presented stations due to logistical considerations. While this approach enabled assessment of students' knowledge and image interpretation skills, it provided limited opportunities to directly evaluate hands-on practical competencies .

Therefore, it is recommended to reintroduce practical examination stations utilizing anatomical models, microscopes, histological slides, specimens, and laboratory-based activities. Such an approach would provide a more authentic assessment environment and enable more valid evaluation of the practical skills and competencies expected from students.

1. تم إجراء عملية التقييم وفقًا لأحكام **لائحة النقاط المعتمدة (2023)** وسياسات التقييم المعتمدة بكلية الطب.
2. تم استخدام مجموعة متنوعة من أساليب التقييم، شملت **الاختبارات القصيرة(Quizzes) ، والامتحانات التحريرية النهائية، والامتحان العملي الموضوعي المنظم(OSPE) ، والتكليفات(Assignments) ، والتقييمات التكوينية (Formative Assessments)، وأنشطة التعلم القائم على الفريق(Team-Based Learning – TBL) ، وتقييم ملف الإنجاز (Portfolio Assessment)**، وذلك لتقييم مدى تحقيق الطلاب لمخرجات التعلم المستهدفة للمقرر.
3. تم إعداد **مخططات الامتحانات (Assessment Blueprints)** لضمان التوافق بين مخرجات التعلم المستهدفة وأساليب التقييم المستخدمة.
4. تم تعريف الطلاب بأساليب التقييم، وتوزيع الدرجات، ومتطلبات النجاح واجتياز المقرر في بداية المقرر الدراسي.

5. لم تقتصر التقييمات التكوينية والتكليفات والاختبارات القصيرة وأنشطة التعلم القائم على الفريق (TBL) على كونها أدوات لتقييم الطلاب، بل أتاحت لهم أيضًا فرصًا للتدرب على أنواع مختلفة من أسئلة الامتحانات وتنمية مهارات التعامل مع التقييمات والامتحانات قبل إجراء التقييمات الختامية.
6. تم تنفيذ جميع أنشطة التقييم وإجراءات رصد الدرجات بصورة **عادلة وشفافة** وفقًا للوائح المعتمدة في **لائحة النقاط المعتمدة (2023)**.

وبشكل عام، وفرت أساليب التقييم فرصًا مناسبة لتقييم معارف الطلاب ومهاراتهم العملية وأدائهم المهني، كما كانت متوافقة مع مخرجات التعلم المستهدفة للمقرر.

ويمكن تحقيق مزيد من التطوير من خلال **زيادة فرص التقييم التكويني وتقديم تغذية راجعة أكثر تنظيمًا للطلاب**، بما يدعم التعلم المستمر والتحسن الأكاديمي.

خلال العام الأكاديمي الحالي، تم إجراء **الامتحان العملي باستخدام محطات معروضة من خلال عروض PowerPoint** نظرًا لبعض الاعتبارات اللوجستية. وعلى الرغم من أن هذا الأسلوب أتاح تقييم معرفة الطلاب ومهاراتهم في تفسير الصور، فإنه وفر فرصًا محدودة للتقييم المباشر للكفاءات والمهارات العملية التطبيقية.

لذلك، يُوصى بإعادة إدخال محطات الامتحان العملي المباشر باستخدام النماذج التشريحية، والميكروسكوبات، والشرائح الهستولوجية، والعينات المحفوظة(Specimens) ، والأنشطة المعملية التطبيقية. ومن شأن هذا النهج توفير بيئة تقييم أكثر واقعية وأصالة، وإتاحة تقييم أكثر دقة وصدقًا للمهارات والكفاءات العملية المتوقع اكتسابها من قبل الطلاب.

Student Assessment Results	
Number of students (who started the module):	**1467 Students**
Number of students (who completed the module/ sat for the exam):	**1437 students**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam: 30 students** • **Absent: 13 الغائبون** **17 الغائبون بعذر:** • **Deprived (attendance): 0**
Total number of students who passed the exams successfully:	• **عدد اللي دخلوا الامتحان: 1437** • **عدد اللي نجحوا: 1396**
Percentage of success (out of the total number of students who sat for the final exam)	$Success\ Rate = \frac{Number of Passed Students}{Number of Students Who Sat for Exam} \times 100$ **97.15%**

Grade Distribution					
Grade	**مقبول**	**جيد**	**جيد جدا**	**امتياز**	**راسب**
Number of students	**73**	**308**	**389**	**626**	**41**

Percentage	5.1%	21.4%	27.1%	43.6%	2.8%
Total number of students who failed the exams:			41 students		
Percentage of failure (for the total number of students who took the final exam)			هو عكس نسبة النجاح. $Failure\ Rate = \frac{Number\ of\ Failed\ Students}{Number\ of\ Students\ Who\ Sat\ for\ Final\ Exam} \times 100$ 2.8%		

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

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

- أظهر أداء الطلاب خلال هذا العام أن بعض الطلاب قد اجتازوا المقرر بنجاح، بينما لم يستوفِ البعض الآخر متطلبات النجاح.
- وتعددت أسباب عدم اجتياز المقرر؛ حيث لم يُسمح لبعض الطلاب باستكمال الامتحان نتيجة اتخاذ إجراءات تأديبية مرتبطة بحالات الغش. كما لم يُسمح لبعض الطلاب بالتقدم للامتحان النهائي بسبب تجاوزهم الحد المسموح به للغياب. بالإضافة إلى ذلك، حضر بعض الطلاب الامتحان، إلا أنهم لم يتمكنوا من تحقيق الحد الأدنى لدرجة النجاح.
- كما قد يكون **عدم الانتظام في الحضور وضعف المشاركة في بعض الأنشطة التعليمية** قد أثرا على أداء بعض الطلاب.
- وبشكل عام، أظهرت النتائج تفاوتًا في مستويات أداء الطلاب، مما يؤكد الحاجة إلى **تحسين الانتظام في الحضور، وتعزيز المشاركة والتفاعل في العملية التعليمية، وتوفير مزيد من الدعم الأكاديمي للطلاب** خلال الفترة القادمة.

3. Student Feedback

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

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** **Students' Reflection Sheets are included in the Portfolio.**
Timing of Evaluation:	**Students' Reflection Sheets are included in the Portfolio. At the end of the module** **Student Satisfaction Questionnaire** **At the end of the semester**

Item	Comment
Number of students who participated in the course evaluation	In the questionnaire: about 400 students In portfolio: about 1000 students
Percentage of participants to the total number	In the questionnaire: about 27% In portfolio: about 68%
Important points of satisfaction	1. Clear course objectives and organization. 2. Effective teaching methods and explanations. 3. Strong scientific and clinical relevance. 4. Fair and transparent assessment methods. 5. Supportive and respectful learning environment.
Important points of dissatisfaction	1. Need for more interactive discussions. 2. Need for additional practical and clinical activities. 3. Enhancement of formative feedback processes. 4. Increased use of case-based learning.

4. Staff Members Reflections

* Instructors' views on the educational process, scientific content, adequacy of resources, etc. (if any)

Faculty members reported that the module was delivered smoothly and that students responded positively to interactive learning activities and continuous assessment. The portfolio provided useful insights into students' learning needs and areas of difficulty.

Staff members highlighted the importance of increasing hands-on practical assessment opportunities and continuing to expand the use of educational technologies and online learning resources. Continuous review of session scheduling and assessment methods was also recommended to further enhance the learning experience.

...Staff members recommended scheduling the portfolio submission date earlier in the module to avoid overlap with the examination period and to provide sufficient time for review and feedback.

5. Module Enhancement

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

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

Module development plan for the next academic semester/year

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

No.	Points that need development or improvement	Corrective/ Improvement Actions	Method of implementation	Responsible	Notes

1.	Strengthen practical teaching activities and hands-on training	Increase use of anatomical models, microscopes, histological slides, and structured practical sessions	**Add structured practical sessions within the timetable**	Head of Department, Teaching Staff	Requires the availability of resources and coordination
2.	Increasing formative assessment in the theoretical component and implementing formative assessment in practical component	Gradual reintroduction of structured practical examinations using models, slides, and laboratory stations	**Redesign the practical exam format in coordination with the department and teaching staff**	Head of Department, Teaching Staff	Long-term improvement goal
3.	Expand flipped classroom sessions	Increase number of flipped classroom sessions in the module	**Integration of additional flipped classroom sessions in the timetable**	, Head of Department, curriculum comitte	
1- تعزيز الأنشطة التعليمية العملية والتدريب العملي المباشر. 2- زياده الالتقييمات التكوينيه النظريه وتفعيل التقييمات التكوينيه العمليه 3- زياده الانشطه التفاعليه مثل الفصل المقلوب					

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

Module Report

Academic Year: 2025/2026 Semester: S6

1. Basic Information

Module Title (according to the bylaw):	**Forensic Medicine & Clinical Toxicology Module**
Module Code (according to the bylaw):	**MED-307**
Department/s that participated in the teaching:	**Forensic Medicine & Clinical Toxicology Department**
Total number of credit hours/points of the course:	**7.5 credit points**
Module Type:	**Compulsory**
The level to which the course was introduced:	**3rd academic year**
Academic Program:	**Bachelor of Medicine and Surgery (MBBCH)**
Faculty/Institute:	**Faculty of Medicine**
University/Academy:	**Zagazig University**
Name of Module Coordinator(s):	**Dr/ Alshaimaa Mahmoud Sami** **Dr/ Wesam Barakat Elsayed** **Dr/ Nema allah Mohamed Hosieny**
Date of approval of the course report:	15/9/2026

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)**
--	**48**	**--**	**32**
Instructor Name	**Department**	**Academic degree**	**Specialty**
Dr/ Alshaimaa Mahmoud Sami	**Forensic Medicine and Clinical Toxicology Department**	**Assistant Professor**	**Clinical Toxicology**
Dr/ Wesam Barakat Elsayed		**Lecturer**	**Forensic Medicine & Toxicology**
Dr/ Nema allah Mohamed Hosieny		**Lecturer**	**Forensic Medicine & Toxicology**

Notes:

1- **Student (1433) to staff (48) ratio = 1:30**
2- **Student (1433) to assistant staff (32) ratio = 1:45**
3- **The time schedule was implemented on base of dividing students into small groups in SGS teaching (60 students)**

ملاحظات:

1- **نسبة الطلاب (1433) إلى أعضاء هيئة التدريس (48) = 1:30**
2- **نسبة الطلاب (1433) إلى الهيئة المعاونة (32) = 1:45**
3- **تم تطبيق الجدول الزمني على أساس تقسيم الطلاب إلى مجموعات صغيرة في تدريس مجموعات المناقشة الصغيرة (60) طالبًا**

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 mentio ned)**
14	**40**	**75**	**4**	**91**	**--**

Notes (if any): An additional week (15th week) was assigned for practical revision.
ملاحظات (إن وجدت): تم تخصيص أسبوع إضافي (الأسبوع الخامس عشر) للمراجعة العملية.

Week #	Course Topics	Total Weekly Hours	Expected Teaching and Learning Hours		
			Theoretical	Clinical /Practical Training	Self-Learning/ Others
1st	Identification	15	2	2	6
	General toxicology		2	3	
2nd	The signs of death and postmortem changes	14	1	2	6
	General toxicology		2	3	
3rd	The signs of death and postmortem changes Sudden natural death	16	1 1	2	8
	Plant		1	3	
4th	Pediatric and environmental toxicology	14	1	2	6
	Wound and injury of special organs		1	4	
5th	Plant	14	1	3	6
	Thermal injuries		1	3	
6th	Corrosives Therapeutics	16	1 2	1 2	6
	Firearm injuries		1	3	
7th	Therapeutics	13	2	3	5
	Head injuries		1	2	
8th	Road traffic accidents	16	1	2	8
	Pesticides		2	3	
9th	Violent asphyxia	16	2	3	6
	Pesticides		2	3	
10th	Sexual offences	14	1	2	8
	Female genital mutilation		1	2	
11th	Heavy metals	14	2	3	4
	Blood stain		1	4	
12th	Volatile toxicity	14	2	4	8
13th	Child abuse	15	1	4	8
	Animal and food poisoning		1	1	
14th	Medico-legal aspects of pregnancy, delivery & abortion	15	1	3	6
	Infanticide		1	2	
	Animal and food poisoning		1	1	
	Total	**206**	**40**	**75**	**91**

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	**2026/20/4**	**30**	**30 SBAQs**	1.6.1 Select appropriate forensic laboratory investigations for medico-legal cases and interpret their findings. 1.6.3 Select appropriate toxicological investigations and interpret their findings in common poisoning cases. 2.4.1 Identify environmental and occupational toxicological hazards affecting community health. 2.7.2 Describe the principles of poisoning management in pediatric patients. 2.7.3 Identify the major differences in the management of intoxication in pediatric patients.
Final Written	**2026/9/7**	**60**	**10 SEQs and 30 SBAQs**	1.10.1 Assess the medico-legal aspects of road traffic accident cases. 1.13.1 Develop an initial management plan for patients with acute poisoning. 1.13.4 Develop an initial management plan for volatile poisoning. 1.15.1 Apply the general principles of emergency management of poisoned patients. 2.3.1 Recognize different causes of food poisoning and demonstrate management plan for botulism. 2.4.2 Identify the major sources of exposure to heavy metals and their health hazards. 2.8.1 Identify suspected cases of child abuse requiring medico-legal intervention. 2.8.2 Identify suspected cases of sexual assault and the appropriate medico-legal procedures. 2.8.3 Identify female genital mutilation and its medico-legal implications. 3.6.1 Recognize the medico-legal and ethical responsibilities in forensic medical practice.

				4.71 Explain the mechanisms of toxicity and management principles of therapeutic drug poisoning.
OSPE	**2026/12/7**	**45**	**15 stations**	1.4.2 Examine different types of wounds and injuries and identify their medico-legal characteristics. 1.4.3 Examine thermal injuries and identify their medico-legal significance. 1.4.4 Examine head injuries and identify their medico-legal significance. 1.6.1 Select appropriate forensic laboratory investigations for medico-legal cases and interpret their findings. 1.6.2 Interpret the medico-legal applications of blood grouping and DNA fingerprinting. 4.8.1 Interpret microscopic forensic specimens and their medico-legal significance. 4.8.2 Interpret gross forensic specimens relevant to common medico-legal conditions. 4.8.3 Formulate a medico-legal opinion from forensic and toxicological case findings.
Field training	**6/2026**	**3 marks (added to 4 marks of Portfolio to make total 7 marks of year work)**	**History taking of acute poisoned case in poison control unit** **Medico-legal report for wound case in emergency department**	1.1.1 Obtain and document a structured medico-legal history from patients with poisoning and traumatic injuries. 1.1.2 Obtain and document a focused medico-legal history in cases of sudden unexpected death. 1.4.1 Perform a complete physical examination in acute toxicological cases appropriate to the age, sex in ethical manner.
TBL	**2026/14/4**	**8**	**Individual Readiness Assurance Test (iRAT) (8 SBA Questions) Team Application Scenario-Based (4 SBA Questions)**	1.6.3 Select appropriate toxicological investigations and interpret their findings in common poisoning cases 1.13.1 Develop an initial management plan for patients with acute poisoning. 1.13.2. Develop appropriate management plans for corrosive poisoning. 4.6.1 Describe the structural and functional changes associated with

				violent asphyxia and traumatic injuries. 4.6.2 Describe postmortem changes and their medico-legal significance.

Student Assessment Results					
Number of students (who started the module)	**1433**				
Number of students (who completed the module/ sat for the exam)	**1387**				
Number of students who did not attend the final written exam (absent, deprived - withdrawn)	**46 (42 absent/ 4 deprived)**				
Total number of students who passed the exams successfully	**1363**				
Percentage of success (out of the total number of students who sat for the final exam)	**98.27 %**				
Grade Distribution					
Grade	**مقبول**	**جيد**	**جيد جدا**	**امتياز**	**راسب**
Number of students	**94**	**248**	**384**	**637**	**24**
Percentage	**6.78 %**	**17.88 %**	**27.68 %**	**45.93 %**	**1.73 %**
Total number of students who failed the exams	**24**				
Percentage of failure (for the total number of students who took the final exam)	**1.73 %**				
Analysis of students results revealed shift of the curve toward the high-grade side and this could be explained by the active learning strategies used in this module like case-based discussion, SGS, and frequent continuous assessments like TBL, Quiz, assignment, field training and formative assignment (MCQ + cases) with timely, specific feedback explain what the student did well, what needs improvement. كشف تحليل نتائج الطلاب عن انزياح المنحنى نحو الجانب الأعلى من الدرجات، ويمكن تفسير ذلك من خلال استراتيجيات التعلم النشط المستخدمة في هذه الوحدة، مثل المناقشة القائمة على الحالات، ومجموعات المناقشة الصغيرة، والتقييمات المستمرة المتكررة مثل التعلم القائم على الفريق، والاختبارات القصيرة، والتكليفات، والتدريب الميداني، والتقييم التكويني (اختيار من متعدد + حالات) مع تقديم تغذية راجعة فورية ومحددة توضح للطالب ما أحسن أداءه وما يحتاج إلى تحسين.					

3. Student Feedback

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

Means of Evaluation:	**Electronic satisfaction questionnaire**
Timing of Evaluation:	**End of module**
Number of students who participated in the course evaluation:	**378**
Percentage of participants to the total number:	**26.38 %**
Important points of satisfaction	**Overall satisfaction % =71.2%**

	• Use of clinical case scenarios for teaching. • Interactive forensic case discussions. • Practical demonstrations and applied learning. • Supportive teaching staff. • Clear linkage between theory and practice.
Important points of dissatisfaction	• Compressed schedule. • Large content delivered within a short period. • Less time available for revision. • Student concerns regarding workload intensity.

4. Staff Members' Reflections

- Dense content and limited revision time.
- Expand practical forensic exercises, simulation activities, and structured revision sessions.

5. Module Enhancement

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

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	Compressed schedule	Review module scheduling to reduce compression	Will be arranged during study plan preparation next year	**Student affair vice dean CC**	
2	Large content delivered within a short period	Review content to reduce redundancy	Assign staff members committee to revise scientific content before implementation of the module	**Department council**	
3	Less time available for revision	Allocate dedicated revision sessions before assessments	Will be arranged during preparation of module lecture timetable	**Module coordinator**	
4	Student concerns regarding workload intensity	Expand case-based and practical forensic learning activities	Providing all PPT with hands-on training on real cases for students to practice on	**Module management team**	

خطة تطوير الوحدة للفصل الدراسي/العام الأكاديمي القادم (مع مراعاة نتائج تقييم الطلاب، بالإضافة إلى التغذية الراجعة من الطلاب وملاحظات أعضاء هيئة التدريس):

م	نقاط تحتاج إلى تطوير أو تحسين	الإجراءات التصحيحية / التحسينية	طريقة التنفيذ	المسؤول	ملاحظات
1	الجدول الزمني المضغوط	مراجعة جدولة الوحدات لتقليل الضغط	سيتم ترتيبه أثناء إعداد الخطة الدراسية في العام القادم	**وكيل الكلية لشؤون التعليم والطلاب**	
2	كم كبير من المحتوى يُقدَّم خلال فترة زمنية قصيرة	مراجعة المحتوى لتقليل التكرار	تكليف لجنة من أعضاء هيئة التدريس بمراجعة المحتوى العلمي قبل تطبيق الوحدة	**مجلس القسم**	

3	قلة الوقت المتاح للمراجعة	تخصيص جلسات مراجعة قبل التقييمات	سيتم ترتيبه أثناء إعداد الجدول الزمني لمحاضرات الوحدة	**منسق الوحدة**	
4	تخوف الطلاب من كثافة العبء الدراسي	توسيع أنشطة التعلم القائمة على الحالات والتدريب العملي في الطب الشرعي	توفير جميع العروض التقديمية مع تدريب عملي على حالات حقيقية ليتدرب عليها الطلاب	**فريق إدارة الوحدة**	

Module Coordinator(s)		**Head of the department council**	
Name	**Signature**	**Name**	**Signature**
Dr/Alshaimaa Mahmoud Sami		**Prof. Dr/ Marwa Ahmad Abbass**	
Dr/ Wesam Barakat Elsayed			
Dr/ Nema allah Mohamed Hosieny			

Module Report
Ophthalmology Module
Academic Year:2025-2026 Semester: …S6…

Module Title (according to the bylaw):	Ophthalmology Module
Module Code (according to the bylaw):	MED 306
Department/s that participated in the teaching:	الأقسام المشاركة فيه المقر ر Ophthalmology department
Total number of credit hours/points of the course:	عدد ساعات المقرر او عدد النقاط حسب اللائحة) 12 CP)
Module Type:	نوع المقرر اجباري او اختياري اجباريCompulsory
The level to which the course was introduced:	السنة الدراسية 3rd academic year
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	Prof.Dr. Haitham Elnashar
Date of approval of the course report: 15/9/2026	Click or tap to enter a date.

1. Basic Information

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)
66	- -----	14	

Instructor Name	Department	Academic degree	Specialty
اسم عضو هيئة التدري س .1 Prof.Dr. Haitham Elnashar	القسم العلم ي Ophthalmology department	Professor	Ophthalmology department

Notes (
1-

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)**
12	**26**	**48**		**36**	
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	**5/24/2026**	**48**	**48 SBA questions**	1-Formulate appropriate differential diagnoses based on history, clinical findings and ophthalmic investigations. 2-Perform basic ophthalmic examination procedures safely and accurately, including visual acuity assessment, pupillary reflex testing,

				extraocular movement assessment, confrontation visual field testing, lid version, regurgitation test, and proptosis evaluation. 3-Develop an initial patient-centered management plan for common ophthalmic conditions based on clinical findings and evidence-based practice. 4-Describe preventive strategies for common ophthalmic diseases, including glaucoma screening and retinopathy of prematurity awareness. 5-Describe the normal anatomy and functions of the eyeball, orbit, and ocular adnexa. 6-Recognize the basic medico-legal principles and common medical errors in ophthalmic practice.
Final Written	**6/4/2026**	**96**	**6 SEQ** **48 SBA questions**	1-Explain the pathogenesis of common ophthalmic disorders affecting visual acuity and the lens. 2-Describe the structural and functional changes associated with common ophthalmic disorders affecting the eye and its adnexa. 3-Interpret common ophthalmic diagnostic modalities, including visual acuity testing, visual field assessment, fundus examination, and fundus photography. 4-Recognize the roles of ophthalmologists and other healthcare professionals in the multidisciplinary management of patients with eye diseases. 5-Provide emergency care e.g., acute glaucoma, chemical injury, trauma 6-Develop an initial patient-centered management plan for common ophthalmic conditions based on clinical findings and evidence-based practice.

OSPE	**6/7/2026**	72	**6 stations**	1-Obtain and document a structured patient-centred history for patients presenting with common ophthalmic complaints.
				2-Measure and record visual acuity accurately. 3-Perform basic ophthalmic examination including: (Pupillary reflex testing, Extraocular movement assessment, Confrontation visual field testing, Regurgitation test, Proptosis evaluation and degree, Lid eversion) 4-Perform basic ophthalmic examination procedures safely and accurately, including visual acuity assessment, pupillary reflex testing, extraocular movement assessment, confrontation visual field testing, lid version, regurgitation test, and proptosis evaluation. 5-Apply patient safety principles during ophthalmic examination and management to minimize risks and prevent avoidable harm.
Flipped classroom	Click or tap to enter a date.	-	**Case scenario based with 5 SBA**	1-Develop an initial patient-centered management plan for common ophthalmic conditions based on clinical findings and evidence-based practice. 2-Provide emergency care e.g., acute glaucoma, chemical injury, trauma, corneal ulcer 3-Explain the pathogenesis of common ophthalmic disorders affecting visual acuity 4-Formulate appropriate differential diagnoses based on history, clinical findings and ophthalmic investigations. 5-Identify risk factors of common ocular disorders like cataract, glaucoma

TBL	Click or tap to enter a date.	**10**	**Individual Readiness Assurance Test (iRAT) 5 SBA Questions Team Application Scenario-Based 5 SBA Questions أو إذا كان الجزء الثاني MEQ: Individual Readiness Assurance Test**	1-Analyze patient complaints related to visual disturbances 2-Obtain and document a structured patient-centred history for patients presenting with common ophthalmic complaints. 3-Formulate appropriate differential diagnoses based on history, clinical
			(iRAT) 5 SBA Questions Team Application Scenario-Based Modified 5 Essay Questions (MEQs)	findings and ophthalmic investigations. 4-Develop an initial patient-centered management plan for common ophthalmic conditions based on clinical findings and evidence-based practice. 5-Identify demographic, occupational, environmental, and systemic risk factors for common ocular disorders, like cataract, glaucoma, pterygium and infectious keratitis 6-Explain the pathogenesis of common ophthalmic disorders affecting visual acuity and the lens.

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

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

Student Assessment Results	
Number of students (who started the module):	• **عدد اللي دخلوا الامتحان: 1433**
Number of students (who completed the module/ sat for the exam):	**طال ب1418**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam: 15 students** • **Absent: 4** • **Absent with excuse: 11** • **Deprived (attendance): 0**

Total number of students who passed the exams successfully:	• عدد اللي دخلوا الامتحان: 1418 • عدد اللي نجحوا: 1364
Percentage of success (out of the total number of students who sat for the final exam)	$Success\ Rate = \frac{Number of Passed Students}{Number of Students Who Sat for Exam} \times 100$ 96%

Grade Distribution

Grade	مقبو ل	جيد	جيد جدا	امتيا ز	راس ب
Number of students	23	157	320	864	54
Percentage	1.6%	11.07%	22.56%	60.9%	3.8%

Total number of students who failed the exams:	54 طال ب
Percentage of failure (for the total number of students who took the final exam)	هو عكس نسبة النجا ح. $Failure\ Rate = \frac{Number of Failed Students}{Number of Students Who Sat for Final Exam} \times 100$ 3.8%

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:

وصلت نسبة النجاح في الموديول الي 96% و حصل 9.60% من الطلاب علي تقدير امتياز ونسبة 56.22 % علي تقدير جيد جدا ونسبة 07.11% علي تقدير جيد بينما نسبة الرسوب كانت 8.3% فقط

3. Student Feedback

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

Item	Comment

Means of Evaluation:	**questionnaire**
Timing of Evaluation:	**After completing the module**
Number of students who participated in the course evaluation	**384**
Percentage of participants to the total number	**27%**
Important points of satisfaction	**Course Objectives & Organization** **Teaching Quality** **Understanding & Skills** **Evaluation** **Learning Environment** **Use of clinical case scenarios as a teaching method.**
Item	**Comment**
	Interactive ophthalmology case discussions. **Effective practical demonstrations.** **Supportive teaching staff.** **Strong integration between theory and clinical practice.** **أهداف وتنظيم الدورة التدريبي** **ة جودة التدريس** **الفهم والمهارا** **ت التقيي م بيئة** **التعل م** **استخدام سيناريوهات الحالات السريرية كأسلوب للتدريس.** **مناقشات تفاعلية لحالات طب العيون.** **عروض توضيحية عملية فعالة.** **هيئة تدريس داعمة.** **تكامل قوي بين الجانب النظري والممارسة السريرية.**
Important points of dissatisfaction	**Limited time available for revision.** **Need for more bedside teaching opportunities.** **Requests for additional clinical exposure.** **Need for more structured review sessions before assessments.** وقت محدود متاح للمراجعة. الحاجة إلى المزيد من فرص التدريس السريري. الحاجه الي المزيد من فرص الممارسة السريرية المباشرة. الحاجة إلى المزيد من جلسات المراجعة المنظمة قبل التقييمات.

4. Staff Members Reflections

*** Instructors' views on the educational process, scientific content, adequacy of resources, etc. (if any)**

1- Overall effective teaching environment with well-motivated students
2- Organized use of Interactive ophthalmology case discussions, and effective practical demonstrations. 3- But limited time, and need for more bedside teaching opportunities

1-بيئة تعليمية فعالة بشكل عام، مع طلاب يتمتعون بدافعية عالية.

2-استخدام منظم للمناقشات التفاعلية لحالات طب العيون، وعروض عملية فعالة.

3-ولكن الوقت محدود، وهناك حاجة لمزيد من فرص التدريس السريري

5. Module Enhancement

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

1. Increase bedside teaching sessions throughout the module. 2.
Schedule dedicated revision sessions before examinations.
3. Expand clinical case scenario discussions and practical demonstrations.
4. Strengthen student feedback and follow-up mechanisms.
5. Monitor quality indicators annually and implement continuous improvement actions.

1.زيادة جلسات التدريس السريري طوال فترة الوحدة الدراسية.
2.اجراء جلسات مراجعة مخصصة قبل الامتحانات.
3.التوسع في مناقشة سيناريوهات الحالات السريرية والعروض التوضيحية العملية.
4.تعزيز آليات تلقي ملاحظات الطلاب ومتابعتهم.
5.مراقبة مؤشرات الجودة سنوياً وتنفيذ إجراءات التحسين المستمر.

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 sessions	Increase bedside teaching sessions	More field and outpatient training	منسقي الفرقه الدراسيه الثالث ة منسقي المقرر الدراسي لجنه المنهج	

2.	Limited revision sessions	Increase revision sessions	Schedule dedicated revision sessions before examinations	منسقي الفرقه الدراسيه الثالثة منسقي المقرر الدراسي لجنه المنهج	
3.	Limited additional clinical exposure	Increase clinical exposure	Expand clinical case scenario discussions and practical demonstrations.	منسقي الفرقه الدراسيه الثالثة منسقي المقرر الدراسي لجنه المنهج	
4.	Limited student feedback and follow-up mechanisms	Strengthen student feedback and follow-up mechanisms	Schedule regular face to face sessions for student feedback	منسقي الفرقه الدراسيه الثالثة منسقي المقرر الدراسي لجنه المنهج	

Name and Signature	Name and Signature
Module Coordinator	**Head of the department council**
Prof.Dr. Haitham Elnashar	**Prof.Dr. Sherif Dabour**

Module Report
Academic Year: 2026/2025 Semester: …S5…

1. Basic Information

Module Title (according to the bylaw):	**Professional Practice V (S5)**
Module Code (according to the bylaw):	**MED-303**
Department/s that participated in the teaching:	**Psychiatry- Community- Family medicine**
Total number of credit hours/points of the course:	**CP: 4.5**
Module Type:	**Compulsory**
The level to which the course was introduced:	**3st academic year**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**D Alaa Ashraf** **D AmalElwan** **D Samar Ahmed Abd El-Salam**
Date of approval of the course report	Click or tap to enter a date.

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)
55	------	53	

Instructor Name	Department	Academic degree	Specialty
1. D Mohab Fawzy	Psychiatry	Professor	Psychiatry
2. D Mohamed Gamal Negm	Psychiatry	Professor	Psychiatry
3. D Osama Gado	Psychiatry	Professor	Psychiatry

4. D Nagy Fawzy	Psychiatry	Professor	Psychiatry
5. D Yasser Abo Raya	Psychiatry	Professor	Psychiatry
6. D Usama Youssef	Psychiatry	Professor	Psychiatry
7. D Nelly Raafat	Psychiatry	Professor	Psychiatry
8. D Amira fouad	Psychiatry	Professor	Psychiatry
9. D Amira Youssef	Psychiatry	Professor	Psychiatry
10. D Amany Elshabrawy	Psychiatry	Professor	Psychiatry
11. D Mohamed Abdelghani	Psychiatry	Professor	Psychiatry
12. D Ghada Salah	Psychiatry	Professor	Psychiatry
13. D Hayam ElGohary	Psychiatry	Professor	Psychiatry
14. D Rehab Said	Psychiatry	Professor	Psychiatry
15. D Dina Ahmed Seleem	Psychiatry	Assistant Professor	Psychiatry
16. D Heba Abdel Salam	Psychiatry	Assistant Professor	Psychiatry
17. Dr. Lamis Ibrahim	Psychiatry	Lecturer	Psychiatry
18. Dr. Aya Ibrahim Mohamed	Psychiatry	Lecturer	Psychiatry
19. Dr. Fayza Mohamed Hussien	Psychiatry	Lecturer	Psychiatry
20. Dr. Azza Salem	Psychiatry	Lecturer	Psychiatry
21. Dr. Nada El Sayed El Baz	Psychiatry	Lecturer	Psychiatry
22. Dr. Alaa Ashraf	Psychiatry	Lecturer	Psychiatry
23. Dr. Alaa Zayed	Psychiatry	Lecturer	Psychiatry
24. Dr. Eman Tarek Ali	Psychiatry	Assistant Lecturer	Psychiatry
25. Dr. Merhan Ezzat	Psychiatry	Assistant Lecturer	Psychiatry
26. Dr. Eman Seif Elnasr	Psychiatry	Assistant Lecturer	Psychiatry
27. Dr. Manar Moustafa	Psychiatry	Assistant Lecturer	Psychiatry
28. Dr. Sahar Moustafa	Psychiatry	Assistant Lecturer	Psychiatry
29. Dr Ghada Mahmoud Khalil	Public Health and Community Medicine	Professor	Public Health and Community Medicine
30. Dr Ahmed Farouk Elsaid	Public Health and Community Medicine	Professor	Public Health and Community Medicine

31. Dr Amany Shawki Ahmed	Public Health and Community Medicine	Professor	Public Health and Community Medicine
32. Dr Marwa Bayoumi Awadallah	Public Health and Community Medicine	Professor	Public Health and Community Medicine
33. Dr Samah Samir Sheta 34.	Public Health and Community Medicine	Professor	Public Health and Community Medicine
35. Dr Ghada Mohamed Salem	Public Health and Community Medicine	Professor	Public Health and Community Medicine
36. Dr Noha Mohamed Abdelsalam	Public Health and Community Medicine	Professor	Public Health and Community Medicine
37. Dr Lamiaa Lotfy	Public Health and Community Medicine	Professor	Public Health and Community Medicine
38. Dr Noha Abdelsalam	Public Health and Community Medicine	Professor	Public Health and Community Medicine
39. Dr Dalia Abdullah Mohamed	Public Health and Community Medicine	Professor	Public Health and Community Medicine
40. Dr Lamiaa Lotfy Abdelaziz	Public Health and Community Medicine	Professor	Public Health and Community Medicine
41. Dr Dina Sameh Mohamed	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
42. Dr Afaf Mahmoud Eladl	Public Health and Community Medicine	Assistant Professor	Public Health and Community Medicine
43. Dr Nesma Abdullah Mahmoud	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
44. Dr Heba Magdy Fawzy	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
45. Dr Enjy Ahmed Esmat	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
46. Dr Mona Fathy Zaitoun	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
47. Dr Doaa Habib Mohamed	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
48. Dr Dina Abdelwahab Fekry	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
49. Dr Doaa Mohamedy Mohamed	Public Health and Community Medicine	Lecturer	Public Health and Community Medicine
50. Dr Nada Hesham Elawady	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine

51. Dr Noha Hesham Elawady	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
52. Dr Amira Shawally Mohamed	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
53. Dr Yasmeen Essam Khalil	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
54. Dr Soad Abdelazim Hassan	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
55. Dr Samah Alayman Abdelaal	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
56. Dr Dina Gaber Zaki	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
57. Dr Donia Attia Sadoun	Public Health and Community Medicine	Assistant Lecturer	Public Health and Community Medicine
58. Dr Amira Ibrahim Abdelrahman	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
59. Dr Nora Rashad Ahmed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
60. Dr Eman Tahseen Elsayed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
61. Dr Gehad Fawzy Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
62. Dr Aya Attia Desouky	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
63. Dr Yousra Ayman Yaseen	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
64. Dr Amira Essam Khalil	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
65. Dr Hadeer Mohsen Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
66. Dr Hagar Nader Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
67. Dr Arwa Khaled Abdelaleem	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
68. Dr Shimaa Alaa Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
69. Dr Marina Farid Abdo	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine

70. Dr Rewaa Maged Hassan	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
71. Dr Rana Gamal Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
72. Dr Yara Ahmed Abdalla	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
73. Dr Yara Hossam Eldin Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
74. Dr Sara Wahid Abdelaziz	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
75. Dr Yasmeen Ahmed Morad	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
76. Dr Nadeen Emad Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
77. Dr Hadeer Mohamed Mohamed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
78. Dr Shams Hussein Abelmoneim	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
79. Dr Asmaa Tahseen Elsayed	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
80. Dr Alaa Mostafa Ali	Public Health and Community Medicine	Demonstrator	Public Health and Community Medicine
81. Shereen Mohammed Bahgat	Family Medicine	Professor	Family Medicine
82. Nora Nabel	Family Medicine	Assistant Professor	Family Medicine
83. Rasha Mohammed Bahaa	Family Medicine	Assistant Professor	Family Medicine
84. Nahla Ashraf Zitoun	Family Medicine	Assistant Professor	Family Medicine
85. Eman Mohammed Abdelstar	Family Medicine	Assistant Professor	Family Medicine
86. Marwa Abdelhady Hassn	Family Medicine	Lecturer	Family Medicine
87. Nada Abbas Hassn	Family Medicine	Lecturer	Family Medicine
88. Samar Ahmed Abd El Salam	Family Medicine	Lecturer	Family Medicine
89. Aya Mohammed Abdelhamed	Family Medicine	Lecturer	Family Medicine
90. Maha Mohammed Atia	Family Medicine	Lecturer	Family Medicine

91. Esraa Ibrahim Hassn	Family Medicine	Lecturer	Family Medicine
92. Aya Ahmed Alsyed	Family Medicine	Lecturer	Family Medicine
93. Shimaa Mohammed Mohammed	Family Medicine	Assistant Lecturer	Family Medicine
94. Alaa Abdelrazeq Ibrahim	Family Medicine	Assistant Lecturer	Family Medicine
95. Mohammed Nagah Abdelhafez	Family Medicine	Assistant Lecturer	Family Medicine
96. Zinab Mohammed Amr	Family Medicine	Assistant Lecturer	Family Medicine
97. Gehad Atia Fahmy	Family Medicine	Assistant Lecturer	Family Medicine
98. Mona Mohsen Salah	Family Medicine	Assistant Lecturer	Family Medicine
99. Gehan Abdellla Abdo	Family Medicine	Assistant Lecturer	Family Medicine
100. Azza Mohammed Alsyed	Family Medicine	Demonstrator	Family Medicine
101. Sara Abdo Ibrahim	Family Medicine	Demonstrator	Family Medicine
102. Alaa Adel Ftooh	Family Medicine	Demonstrator	Family Medicine
103. Amira Magdy Ali	Family Medicine	Demonstrator	Family Medicine
104. Dina Atia Saadon	Family Medicine	Demonstrator	Family Medicine
105. Aya Hafez Hafez	Family Medicine	Demonstrator	Family Medicine
106. Mona Sabry Abdella	Family Medicine	Demonstrator	Family Medicine
107. Alaa Magdy Ali	Family Medicine	Demonstrator	Family Medicine
108. Nada Samir Ismaail	Family Medicine	Demonstrator	Family Medicine

Notes:

1- **The specialization of the teaching staff and teaching assistants was well aligned with the course content.**
2- **Practical teaching sessions were assigned to the course teaching assistants based on their competence, experience, and strong background in delivering practical instruction to students.**
3- **Students were divided into Groups A, B, and C to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs especially Field visit.**

Teaching and Learning

Numberof weeksof actual study	Total number of theoretical teaching hours(Lectures/.....)	Total number oftraining hours (practical/clinical/...)	Total number of field training hours(if any)	Total number of self-learning hours(if any)	Other(to be mentioned)
	32	**43**		**60**	

Notes:
The teaching staff carefully delivered the course contents to ensure proper alignment between the theoretical and practical content and the allocated number of teaching weeks. Consequently, all topics specified in the course specification were successfully .covered within the scheduled timeframe.

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 (End module)	**3/1/2026**	**10**	**10 SBA questions**	• Demonstrate effectively the counselling skills in the role play • Construct a professional doctor-patient relationship • Apply different models for shared decision making. • identify different types of difficulty patients & difficulty doctor • Illustrate the universal health coverage in Egypt
Final Written	**3/1/2026**	**27**	**4 SEQ& 14 SBA**	• Identify causes of difficult consultation in general • Describe the health care systems, health sector reform, and the strategic plan of MOHP in Egypt • Describe the steps & skills of counselling • Construct a professional problem solving and recognizing thought disorders

				• Show positive attitude towards the different clinical communication skills • Explain Sources of data collection. • Identify causes of difficult consultation in general • Communicate ethically with his colleagues, staff, and community members
OSPE	**3/1/2026**	**9.5**	**3 cases with SAQ**	• determine consequences of noncompliance and strategies to improve compliance • Define ethical and medicolegal related concepts in psychiatry • Recognizing normal and abnormal cognitive and psychosocial development • adopt positive attitude toward patients
OSCE	**4,5/1/2026**	**11**	**1 station**	• Identify different types of difficulty patients & difficulty doctor • Construct a professional doctor-patient relationship • Show positive attitude towards the different clinical communication skills • Apply the six steps for shared decision making. • Apply different models for shared decision making. • Describe the steps & skills of counselling • Construct a professional problem solving and recognizing thought disorders
Assignment	**11/13/2025**		• Field visit to a health unit • Report writing • Presentation	• Describe the health care systems, health sector reform, and the strategic plan of MOHP in Egypt • Illustrate the universal health coverage in Egypt.

				• Evaluate services provided through PHC

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

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

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

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

Student Assessment Results	
Number of students (who started the module):	• **عدد اللي دخلوا الامتحان: 1467**
Number of students (who completed the module/ sat for the exam):	**1451**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam: 16 students** • **Absent: 16** • **Deprived (attendance): 0**
Total number of students who passed the exams successfully:	• **عدد اللي نجحوا: 1446**
Percentage of success (out of the total number of students who sat for the final exam)	99.6%
Grade Distribution	

Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	15	91	306	1034	5
Percentage	1.03%	6.29%	21.6%	71.5%	0.34%
Total number of students who failed the exams:					5 طالب
Percentage of failure (for the total number of students who took the final exam)					0.34%

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:

This module is being implemented for the first time under the Credit Hour Bylaw (2023).

1. Student Feedback

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** **Students' Reflection Sheets are included in the Portfolio.**
Timing of Evaluation:	**Students' Reflection Sheets are included in the Portfolio. At the end of the module** **Student Satisfaction Questionnaire** **At the end of the semester**
Number of students who participated in the course evaluation	**376 students**
Percentage of participants to the total number	
Important points of satisfaction	1. the instructor's explanations helped them understand the fundamental concepts clearly. 2. t practical examples provided during teaching facilitated their understanding of the course material. 3. the organization and logical sequencing of the course content. 4. the amount of course content appropriate for the allocated teaching time. 5. the course effectively linked theoretical knowledge with practical application

Item	Comment
Important points of dissatisfaction	1. Limited use of interactive teaching methods and case-based learning activities. **2.** 2. Insufficient availability of updated online learning resources, digital educational materials, and recorded lectures**.**

2. Staff Members Reflections

Faculty members reported that the module was delivered smoothly and that students responded positively to interactive learning activities and continuous assessment.

Staff members highlighted the importance of increasing hands-on practical assessment opportunities and continuing to expand the use of educational technologies and online learning resources.

3. Module Enhancement

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

Module development plan for the next academic semester/year

No.	Points that need development or improvement	Corrective/ Improvement Actions	Method of implementation	Responsible	Notes
1.	Expand interactive teaching and case-based learning	Increase use of clinical case discussions, and active learning strategies	Integrate interactive activities into the weekly teaching plan	Teaching Staff	Already partially implemented, to be strengthened
2.	Improve learning resources and online content	Expand uploading of digital materials, recorded lectures, and blended learning resources	Use Microsoft Teams to provide updated materials and e-learning resources	Teaching Staff, Department Administration	Continuous development

مجال التحسين	إجراءات التحسين المقترحة	آليات التنفيذ	مسؤول التنفيذ	حالة التنفيذ
التوسع في استخدام أساليب التدريس التفاعلي والتعلم القائم على الحالات (Case-Based Learning)	زيادة استخدام مناقشات الحالات الإكلينيكية واستراتيجيات التعلم النشط.	دمج الأنشطة التعليمية التفاعلية ضمن الخطة الأسبوعية للتدريس.	أعضاء هيئة التدريس	تم التطبيق جزئيًا، مع العمل على التوسع في التنفيذ وتعزيز فاعليته.
تطوير مصادر التعلم والمحتوى التعليمي الإلكتروني	التوسع في إتاحة المواد التعليمية الرقمية والمحاضرات المسجلة ومصادر التعلم المدمج (Blended Learning).	استخدام منصة Microsoft Teams لإتاحة المواد التعليمية المحدثة ومصادر التعلم الإلكتروني للطلاب.	أعضاء هيئة التدريس وإدارة	

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