Module Report

Academic Year:2025/2026 Semester: S9

1. Basic Information

Module Title (according to the bylaw):	**Digestive System Disorders**
Module Code (according to the bylaw):	BMS DI 2-1
Department/s that participated in the teaching:	Pediatrics- Medical Surgery-Internal medicine - Toxicology-Radiology-Hepatology,Gastroenterology and infectious diseases department
Total number of credit points of the course:	8 Credit hours
Module Type:	Compulsory
The level to which the course was introduced:	S9
Academic Program:	5th academic year
Faculty/Institute:	Bachelor of Medicine and Surgery (MBBCH)
University/Academy:	Faculty of Medicine
Name of Module Coordinator:	Zagazig university
Module Report Approval **(Attach the decision/minutes of the department /committee/council ....)**	
Date of approval of the course report: 15/9/2026	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)
274	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. اد دينا شكري	قسم الأطفال	استاذ	الصدر
2. اد سعيد مرسي	قسم الأطفال	استاذ	القلب
اد دينا توفيق	قسم الأطفال	استاذ	الصدر

3. اد محمد سند	قسم الأطفال	استاذ	الصدر
4. اد ايهاب البنا	قسم الأطفال	استاذ	المحضن
5. اد هديل عبد الرحمن	قسم الأطفال	استاذ	الغدد الصماء
6. اد تامر حسان	قسم الأطفال	استاذ	الدم و الاورام
7. اد ليلى رسلان	قسم الأطفال	استاذ	القلب
8. اد هاني السيد	قسم الأطفال	استاذ	الكلى
9. اد محمد حامد	قسم الأطفال	استاذ	الجهاز الهضمي
10. اد اسامة الخولي	قسم الأطفال	استاذ	الصدر
11. اد حاتم حسين	قسم الأطفال	استاذ	الجهاز الهضمي
12. اد صفاء حمدي	قسم الأطفال	استاذ	المخ والاعصاب
13. اد سناء محمد	قسم الأطفال	استاذ	الصدر
14. اد شريف الجبالي	قسم الأطفال	استاذ	المحضن
15. اد طارق حامد	قسم الأطفال	استاذ	الصدر
16. اد سهام فتحي	قسم الأطفال	استاذ	المخ والاعصاب
17. اد ايمان هنداوي	قسم الأطفال	استاذ	العناية المركزة
18. اد عزت كامل	قسم الأطفال	استاذ	الكلى
19. اد عبد الرازق الشيخ	قسم الأطفال	استاذ	المحضن
20. اد محمد عثمان	قسم الأطفال	استاذ	القلب
21. اد ايهاب رشيد	قسم الأطفال	استاذ	التغذية
22. اد حسام السعدني	قسم الأطفال	استاذ	الجهاز الهضمي
23. اد دعاء يوسف	قسم الأطفال	استاذ	الكلى
24. د ميرفت عطفي	قسم الأطفال	استاذ	الدم والاورام
25. د محمد عرفه	قسم الأطفال	استاذ	المخ و الاعصاب
26. د محمد محمد عبد السلام	قسم الأطفال	استاذ	الكلى
27. د وسام عبد المنعم	قسم الأطفال	استاذ	التمثيل الغذائي
28. د اسامه طه عامر	قسم الأطفال	استاذ	الصدر
29. د ايمان المغازي	قسم الأطفال	استاذ	القلب
30. د اشجان الغباشي	قسم الأطفال	استاذ	الغدد الصماء
31. د رباب البهيدي	قسم الأطفال	استاذ	الروماتيزم
32. د احمد عبد الصمد	قسم الأطفال	استاذ	القلب

33. د حسام كمال	**قسم الأطفال**	استاذ	**الغدد الصماء**
34. د سعاد شديد	**قسم الأطفال**	استاذ	**القلب**
35. د محمد المالكي	**قسم الأطفال**	استاذ	**الدم والاورام**
36. د مروة لطفي	**قسم الأطفال**	**استاذ مساعد**	**القلب**
37. د صهباء فهر	**قسم الأطفال**	**استاذ مساعد**	**الروماتيزم**
38. د منى حامد	**قسم الأطفال**	**استاذ مساعد**	**الكلى**
39. د. غاده محمد	**قسم الأطفال**	**استاذ مساعد**	**التغذية**
40. د اماني عبد العزيز	**قسم الأطفال**	**استاذ مساعد**	**القلب**
41. د يوسف الدمسيسي	**قسم الأطفال**	**استاذ مساعد**	**الصدر**
42. د عمرو ابراهيم	**قسم الأطفال**	**استاذ مساعد**	**المخ والاعصاب**
43. د مها نوح	**قسم الأطفال**	**استاذ مساعد**	**المحضن**
44. د اسماء ابراهيم	**قسم الأطفال**	مدرس	**الصدر**
45. د شروق نافع	**قسم الأطفال**	مدرس	**الدم والاورام**
46. د امل السعيد الجوهري	**قسم الأطفال**	مدرس	**الكلى**
47. د محمد الطاهر محمد	**قسم الأطفال**	مدرس	**الدم والاوورام**
48. د سمر السيد	**قسم الأطفال**	مدرس	**المحضن**
49. د اسلام عادل	**قسم الأطفال**	مدرس	**العناية المركزة**
50. د محمد رجب	**قسم الأطفال**	مدرس	**العناية المركزة**
51. د هالة محمد امين	**قسم الأطفال**	مدرس	**المحضن**
52. د محمد عبد الحليم	**قسم الأطفال**	مدرس	**الصدر**
53. د ايمان عبد الهادي	**قسم الأطفال**	مدرس	**التغذية**
54. د محمد عصام الدين احمد	**قسم الأطفال**	مدرس	**الجهاز الهضمي**
55. د هشام سعد محمد	**قسم الأطفال**	مدرس	**القلب**
56. اد محمود عبده	الباطنة العامة	استاذ	الباطنة العامة
57. أ.د خالد هدهود	الباطنة العامة	استاذ	الباطنة العامة
58. أ.د ايهاب سالم	الباطنة العامة	استاذ	الباطنة العامة
59. أ.د محمد حسن	الباطنة العامة	استاذ	الباطنة العامة
60. أ.د فوزي المسلمي	الباطنة العامة	استاذ	الباطنة العامة
61. أ.د أسامة باشا	الباطنة العامة	استاذ	الباطنة العامة
62. أ.د أميرة شكري	الباطنة العامة	استاذ	الباطنة العامة

63. أ.د أحمد فتحي	الباطنة العامة	استاذ	الباطنة العامة
64. أ.د عرفة الشبراوي	الباطنة العامة	استاذ	الباطنة العامة
65. أ.د علاء فرج	الباطنة العامة	استاذ	الباطنة العامة
66. أ.د أيمن فتحي	الباطنة العامة	استاذ	الباطنة العامة
67. أ.د جيهان سعيد	الباطنة العامة	استاذ	الباطنة العامة
68. أ.د حازم العشماوي	الباطنة العامة	استاذ	الباطنة العامة
69. أ.د حاتم سالم	الباطنة العامة	استاذ	الباطنة العامة
70. أ.د عبد الله نوارة	الباطنة العامة	استاذ	الباطنة العامة
71. أ.د مدحت ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
72. أ.د هالة علام	الباطنة العامة	استاذ	الباطنة العامة
73. أ.د غادة سمير	الباطنة العامة	استاذ	الباطنة العامة
74. أ.د سعيد البرشومي	الباطنة العامة	استاذ	الباطنة العامة
75. أ.د مبروك اسماعيل	الباطنة العامة	استاذ	الباطنة العامة
76. أ.د ايهاب فوزي	الباطنة العامة	استاذ	الباطنة العامة
77. أ.د اميرة أحمد	الباطنة العامة	استاذ	الباطنة العامة
78. أ.د أماني ابراهيم	الباطنة العامة	استاذ	الباطنة العامة
79. أ.د خالد الحفناوي	الباطنة العامة	استاذ	الباطنة العامة
80. اد السيد النحال	الباطنة العامة	استاذ	الباطنة العامة
81. اد هاني الصادق	الباطنة العامة	استاذ	الباطنة العامة
82. اد عمروشعبان	الباطنة العامة	استاذ	الباطنة العامة
83. اد ماجده محروس	الباطنة العامة	استاذ	الباطنة العامة
84. اد اشرف النجار	الباطنة العامة	استاذ	الباطنة العامة
85. اد محمد سلام	الباطنة العامة	استاذ	الباطنة العامة
86. اد ياسر النجار	الباطنة العامة	استاذ	الباطنة العامة
87. اد ايمن رمضان	الباطنة العامة	استاذ	الباطنة العامة
88. اد خالد البنا	الباطنة العامة	استاذ	الباطنة العامة
89. اد هدي عبدالعزيز	الباطنة العامة	استاذ	الباطنة العامة
90. اد نجوي سامي	الباطنة العامة	استاذ	الباطنة العامة
91. اد نفيسه محمد	الباطنة العامة	استاذ	الباطنة العامة

92. اد هدي جوده	الباطنة العامة	استاذ	الباطنة العامة
93. اد فيروز عثمان	الباطنة العامة	استاذ	الباطنة العامة
94. اد ميادة موسى	الباطنة العامة	استاذ	الباطنة العامة
95. أ.د أحمد العجرودي	الباطنة العامة	استاذ	الباطنة العامة
96. أ.د حسن محمود	الباطنة العامة	استاذ	الباطنة العامة
97. أ.د ابراهيم سالم	الباطنة العامة	استاذ	الباطنة العامة
98. اد السيد العنانى	الباطنة العامة	استاذ مساعد	الباطنة العامة
99. اد عزه حسن	الباطنة العامة	استاذ مساعد	الباطنة العامة
100. اد نيفين فؤاد	الباطنة العامة	استاذ مساعد	الباطنة العامة
101. أ.د اسامة رجب	الباطنة العامة	استاذ مساعد	الباطنة العامة
102. أ.د سعيد عبد الباقي	الباطنة العامة	استاذ مساعد	الباطنة العامة
103. اد مروان الجوهرى	الباطنة العامة	استاذ مساعد	الباطنة العامة
104. اد ايمن رياض	الباطنة العامة	استاذ مساعد	الباطنة العامة
105. اد تامر جوده	الباطنة العامة	استاذ مساعد	الباطنة العامة
106. اد محمود حسنى	الباطنة العامة	استاذ مساعد	الباطنة العامة
107. اد شادى شاكر	الباطنة العامة	استاذ مساعد	الباطنة العامة
108. اد رضا كامل	الباطنة العامة	استاذ مساعد	الباطنة العامة
109. د رامي عادل	الباطنة العامة	مدرس	الباطنة العامة
110. د رضا الخضري	الباطنة العامة	مدرس	الباطنة العامة
111. د احمد فرج	الباطنة العامة	مدرس	الباطنة العامة
112. د محمد جمال خليفة	الباطنة العامة	مدرس	الباطنة العامة
113. د وليد عطية	الباطنة العامة	مدرس	الباطنة العامة
114. د احمد اسماعيل	الباطنة العامة	مدرس	الباطنة العامة
115. د محمد جمال الشامى	الباطنة العامة	مدرس	الباطنة العامة
116. د احمد القللي	الباطنة العامة	مدرس	الباطنة العامة
117. د احمد المنشاوى	الباطنة العامة	مدرس	الباطنة العامة
118. د ايمن فريد	الباطنة العامة	مدرس	الباطنة العامة
119. د عمرو اللبان	الباطنة العامة	مدرس	الباطنة العامة
120. د نشوي دراز	الباطنة العامة	مدرس	الباطنة العامة

121.	د زينب ماهر	الباطنة العامة	مدرس	الباطنة العامة
122.	د شيماء عبد المنعم	الباطنة العامة	مدرس	الباطنة العامة
123.	د احمد نعمان	الباطنة العامة	مدرس	الباطنة العامة
124.	د مايكل ادوارد	الباطنة العامة	مدرس	الباطنة العامة
125.	د نيرمين سعد	الباطنة العامة	مدرس	الباطنة العامة
126.	د احمد المنشاوى	الباطنة العامة	مدرس	الباطنة العامة
127.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
128.	د احمد محمود محمد	الباطنة العامة	مدرس	الباطنة العامة
129.	د نهى اسامه	الباطنة العامة	مدرس	الباطنة العامة
130.	د محمد عبد العظيم	الباطنة العامة	مدرس	الباطنة العامة
131.	د رودليا مسلم	الباطنة العامة	مدرس	الباطنة العامة
132.	د احمد عاطف	الباطنة العامة	مدرس	الباطنة العامة
133.	د مصطفى محمود	الباطنة العامة	مدرس	الباطنة العامة
134.	د طارق الأسود	الباطنة العامة	مدرس	الباطنة العامة
135.	د سمر محسيب	الباطنة العامة	مدرس	الباطنة العامة
136.	اد هاله اسماعيل محمد	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
137.	اد شريف محمد جلال	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
138.	اد جيهان احمد شوقى	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
139.	اد طلعت فتحى علي	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
140.	اد محمد ابراهيم مجدى	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
141.	اد تغريد محمد عبدالله	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
142.	اد نجلاء عبد المنعم	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
143.	اد سامح محمود	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
144.	اد ابراهيم محمد ابراهيم	**الكبد والجهاز الهضمى**	استاذ	**الكبد والجهاز الهضمى**
145.	دعماد عبد الحميد	**الكبد والجهاز الهضمى**	استاذ مساعد	**الكبد والجهاز الهضمى**
146.	د كمال احمد	**الكبد والجهاز الهضمى**	استاذ مساعد	**الكبد والجهاز الهضمى**
147.	د نبيله حسن	**الكبد والجهاز الهضمى**	استاذ مساعد	**الكبد والجهاز الهضمى**
148.	د احمد لطفى	**الكبد والجهاز الهضمى**	استاذ مساعد	**الكبد والجهاز الهضمى**
149.	د احمد سعيد	**الكبد والجهاز الهضمى**	استاذ مساعد	**الكبد والجهاز الهضمى**
150.	د رامى ابراهيم	**الكبد والجهاز الهضمى**	استاذ مساعد	**الكبد والجهاز الهضمى**

151.	داحمد ابو الخير	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
152.	د شيماء عبد الفتاح	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
153.	د ساره رفاعى	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
154.	د عبد المنعم محمد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
155.	د منى احمد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
156.	دمحمد عبدالله	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
157.	د محمد فؤاد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
158.	د شريف محمود	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
159.	د اسامه احمد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
160.	د مروه محمد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
161.	د مى سعد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
162.	د مصطفى معاذ	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
163.	د عبدالله سعد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
164.	د محمود عبد الصمد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
165.	د احمد المراكبى	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
166.	د احمد خالد	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
167.	د اسراء فتح الله	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
168.	د مصطفى ثروت	**الكبد والجهاز الهضمى**	مدرس	**الكبد والجهاز الهضمى**
169.	د. خالد الطاهر	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
170.	د. حنان عبد الحميد	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
171.	د. أحمد فكري	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
172.	د. أحمد بيصار	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
173.	د. ريهام أمير	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
174.	د. منى رفعت	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
175.	د. رباب عبد الحي	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
176.	د. الشيماء فتحي	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
177.	د. نسمة عادل	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
178.	د. ايناس حامد	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
179.	د. ابراهيم العدل	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
180.	د. رانيا مصطفى	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية

181. د. أمجد الشيخ	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
182. د. محمد هشام	الأشعة التشخيصية	استاذ مساعد	الأشعة التشخيصية
183. د. ريم عبد الفتاح	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
184. د. منى العدل	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
185. د. رباب محمود	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
186. د. نهى يحيى	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
187. د. بسمة كمال	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
188. د. ياسمين لبدة	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
189. د. ايناس مصطفى	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
190. د. شيماء السيد	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
191. د. عمرو عصمت	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
192. د. عمر خشبة	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
193. د. هدير خالد	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
194. د. نادين محمد	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
195. د. سارة قناوي	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
196. د. مروة فتحي	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
197. د. سارة كامل	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
198. د. محمد عزت	الأشعة التشخيصية	مدرس	الأشعة التشخيصية
199. د. عمرو عاطف	الأشعة التشخيصية	مدرس مساعد	الأشعة التشخيصية

200. أسامة غريب	الجراحة العامة	أستاذ	الجراحة العامة
201. أسامة خليل	الجراحة العامة	أستاذ	الجراحة العامة
202. أسامة عبدالعزيز	الجراحة العامة	أستاذ	الجراحة العامة
203. إسلام محمد	الجراحة العامة	أستاذ	الجراحة العامة
204. أشرف جودة	الجراحة العامة	أستاذ	الجراحة العامة
205. تامر النعيمي	الجراحة العامة	أستاذ	الجراحة العامة
206. جمال عثمان	الجراحة العامة	أستاذ	الجراحة العامة
207. جوزيف إسرائيل	الجراحة العامة	أستاذ	الجراحة العامة
208. حاتم عبدالمنعم	الجراحة العامة	أستاذ	الجراحة العامة

209.	رمضان محمود	الجراحة العامة	أستاذ	الجراحة العامة
210.	صلاح منصور	الجراحة العامة	أستاذ	الجراحة العامة
211.	طارق عزت	الجراحة العامة	أستاذ	الجراحة العامة
212.	طه عبدالوهاب	الجراحة العامة	أستاذ	الجراحة العامة
213.	عبد الوهاب صالح	الجراحة العامة	أستاذ	الجراحة العامة
214.	عبدالحافظ الشويل	الجراحة العامة	أستاذ	الجراحة العامة
215.	عبدالرحمن سرحان	الجراحة العامة	أستاذ	الجراحة العامة
216.	علاء فياض	الجراحة العامة	أستاذ	الجراحة العامة
217.	عمرو اليسرجي	الجراحة العامة	أستاذ	الجراحة العامة
218.	عمرو عبدالباسط	الجراحة العامة	أستاذ	الجراحة العامة
219.	محمد البغدادي	الجراحة العامة	أستاذ	الجراحة العامة
220.	محمد الكيلاني	الجراحة العامة	أستاذ	الجراحة العامة
221.	محمد نجم	الجراحة العامة	أستاذ	الجراحة العامة
222.	مرسي محمد	الجراحة العامة	أستاذ	الجراحة العامة
223.	مصطفى العايدي	الجراحة العامة	أستاذ	الجراحة العامة
224.	مصطفى بيومي	الجراحة العامة	أستاذ	الجراحة العامة
225.	منصور مرسي	الجراحة العامة	أستاذ	الجراحة العامة
226.	هاني حسن	الجراحة العامة	أستاذ	الجراحة العامة
227.	وائل منسي	الجراحة العامة	أستاذ	الجراحة العامة
228.	وائل الشلفة	الجراحة العامة	أستاذ	الجراحة العامة
229.	وائل لطفي	الجراحة العامة	أستاذ	الجراحة العامة
230.	وليد عبدالهادي	الجراحة العامة	أستاذ	الجراحة العامة
231.	أحمد رأفت	الجراحة العامة	أستاذ	الجراحة العامة
232.	أحمد سلام	الجراحة العامة	أستاذ	الجراحة العامة

233.	أحمد شفيق	الجراحة العامة	أستاذ	الجراحة العامة
234.	أحمد كمال	الجراحة العامة	أستاذ مساعد	الجراحة العامة
235.	أحمد يحيى	الجراحة العامة	أستاذ مساعد	الجراحة العامة
236.	إيهاب شحاتة	الجراحة العامة	أستاذ مساعد	الجراحة العامة
237.	تامر الشهيدي	الجراحة العامة	أستاذ مساعد	الجراحة العامة
238.	سيد هنداوي	الجراحة العامة	أستاذ مساعد	الجراحة العامة
239.	سعيد نجم	الجراحة العامة	أستاذ مساعد	الجراحة العامة
240.	مصطفى خيري	الجراحة العامة	أستاذ مساعد	الجراحة العامة
241.	ياسر علي	الجراحة العامة	أستاذ مساعد	الجراحة العامة
242.	أحمد بيتر	الجراحة العامة	مدرس	الجراحة العامة
243.	أحمد حلمي	الجراحة العامة	مدرس	الجراحة العامة
244.	أحمد خالد	الجراحة العامة	مدرس	الجراحة العامة
245.	أحمد سامي	الجراحة العامة	مدرس	الجراحة العامة
246.	أحمد عطية	الجراحة العامة	مدرس	الجراحة العامة
247.	أحمد مجدي	الجراحة العامة	مدرس	الجراحة العامة
248.	أحمد محجوب	الجراحة العامة	مدرس	الجراحة العامة
249.	أحمد مصباح	الجراحة العامة	مدرس	الجراحة العامة
250.	إسلام أبو زيد	الجراحة العامة	مدرس	الجراحة العامة
251.	أشرف الغرباوي	الجراحة العامة	مدرس	الجراحة العامة
252.	بيتر هاني	الجراحة العامة	مدرس	الجراحة العامة
253.	حسام حسن	الجراحة العامة	مدرس	الجراحة العامة
254.	رشا شعبان	الجراحة العامة	مدرس	الجراحة العامة
255.	ريهام زكريا	الجراحة العامة	مدرس	الجراحة العامة
256.	سامح نجيب	الجراحة العامة	مدرس	الجراحة العامة
257.	سعد ناجي	الجراحة العامة	مدرس	الجراحة العامة

258.	عادل عبدالحميد	الجراحة العامة	مدرس	الجراحة العامة
259.	عبدالباسط محمد	الجراحة العامة	مدرس	الجراحة العامة
260.	عبدالرحمن نوارة	الجراحة العامة	مدرس	الجراحة العامة
261.	علاء حجاج	الجراحة العامة	مدرس	الجراحة العامة
262.	كريم فتحي	الجراحة العامة	مدرس	الجراحة العامة
263.	لؤي محمد	الجراحة العامة	مدرس	الجراحة العامة
264.	محمد أبو زيد	الجراحة العامة	مدرس	الجراحة العامة
265.	محمد أسامة	الجراحة العامة	مدرس	الجراحة العامة
266.	محمد بيومي	الجراحة العامة	مدرس	الجراحة العامة
267.	محمد ثروت	الجراحة العامة	مدرس	الجراحة العامة
268.	محمد جمال	الجراحة العامة	مدرس	الجراحة العامة
269.	محمد حبيشي	الجراحة العامة	مدرس	الجراحة العامة
270.	محمد صلاح	الجراحة العامة	مدرس	الجراحة العامة
271.	محمد عادل	الجراحة العامة	مدرس	الجراحة العامة
272.	محمد مختار	الجراحة العامة	مدرس	الجراحة العامة
273.	هشام عبدالعظيم	الجراحة العامة	مدرس	الجراحة العامة
274.	يوسف الأيمن	الجراحة العامة	مدرس	الجراحة العامة

Teaching and Learning					
Number of weeks of actual study	**Total number of theoretical teaching hours (Lectures/.....)**	**Total number of training hours (practical/clinical/...)**	**Total number of field training hours (if any)**	**Total number of self-learning hours (if any)**	**Other (to be mentioned)**
6 weeks	**66**	**98.5**	**-**	**-----**	**-**
Notes					

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

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

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

Student Assessment Results	
Number of students (who started the module):	**1808**
Number of students (who completed the module/ sat for the exam):	**1783**
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	**25**
Total number of students who passed the exams successfully:	**1740**
Percentage of success (out of the total number of students who sat for the final exam)	**98 %**

Grade Distribution						
Grade	**A**	**B**	**C**	**D**	**F**	**F-**
Number of students	**959**	**457**	**261**	**63**	**34**	
Percentage	**55 %**	**25.6 %**	**14.5 %**	**3.3 %**	**1.7 %**	
Total number of students who failed the exams:			**34**			
Percentage of failure (for the total number of students who took the final exam)			**1.7 %**			

3. Student Feedback

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

Item	Comment
Means of Evaluation:	**Student Satisfaction Questionnaire** .
Timing of Evaluation:	**Student Satisfaction Questionnaire:** **At the end of the semester**
Number of students who participated in the course evaluation	560
Percentage of participants to the total number	81.3 %
Important points of satisfaction	1. Practical-based learning activities. 2. Portfolio application and reflective learning. 3. Organized teaching schedule. 4. Clear presentation of module content. 5. Effective demonstrations and examples. 6. Good integration between theory and practice.
Important points of dissatisfaction	1. Reduce excessive compression of handouts. 2. Provide additional revision opportunities. 3. Increase clinical and case-based examples. 4. Expand discussion sessions. 5. Offer more detailed supporting learning resources.

4. Staff Members Reflections

4. Staff Members' Reflections on the Nervous Disorders Module

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

Teaching Facilities and Learning Environment

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

Student Attendance and Engagement

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

Module Duration and Workload

1. The allocated duration of the module was considered insufficient in relation to the breadth of the content and the large number of theoretical and practical sessions.
2. Staff members reported that the compressed schedule leaves limited time for revision, reflection, and adequate preparation for assessments.

Teaching Methods and Session Organization

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

Additional Reflections and Recommendations

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

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

Module development plan for the next academic semester/year

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

No.	Points that need development or improvement	Corrective/ Improvement Actions	Responsible	Notes
1.	Reduce excessive compression of handouts.	**Revision of the handout to relief the compressed parts**	**Module coordinator**	
2.	Provide additional revision opportunities.	**Revise the time table to provide more time for revision**	**Module coordinator**	
3.	Increase clinical and case-based examples.	**Update the material of the course to provide more case based examples**	**Module coordinator**	

4.	Offer more detailed supporting learning resources.	**Uploade the available study resources**	**Elearning coordinator**	

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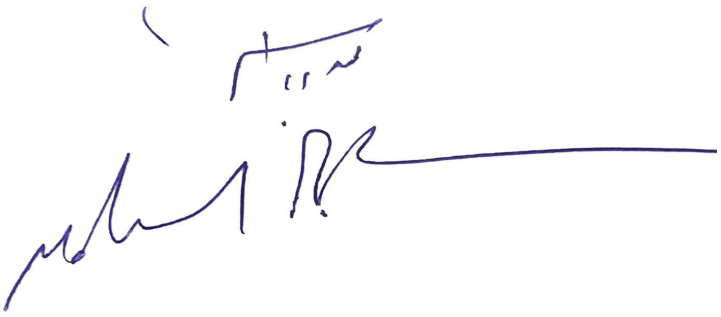
Name and Signature Module Coordinator	Name and Signature Head of the department council



Module Report

Academic Year:2025/2026 Semester: …S9…

1. Basic Information

Module Title (according to the bylaw):	**Applied research methodology, EBM and scientific research**
Module Code (according to the bylaw):	**BMS-PP2-5**
Department/s that participated in the teaching:	**- Public health & community medicine department** **- Forensic medicine and clinical toxicology department**
Total number of credit hours/points of the course:	**2 credit hours**
Module Type:	**اجباري Compulsory**
The level to which the course was introduced:	**Level 5, Semester: S9**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**Dr. Dina Sameh Elrafey**
Date of approval of the course report	9/2025

2. Data and Statistics

Module Instructors			
Number of Faculty Staff		**Number of Teaching Assistants**	
Full-time (at least 4 working days)	**Part-time (1 or 2 days)**	**Full-time (at least 4 working days)**	**Part-time (1 or 2 days)**
community medicine (21)	------	**community medicine (6)**	

Instructor Name	**Department**	**Academic degree**	**Specialty**
1. **Samah Samir Shata**	community medicine	**Professor**	Occupational and Industrial Medicine
2. **Amani Shawki Ahmed**	community medicine	Professor	Occupational and Industrial Medicine
3. **Marwa Biomy Awadallah**	community medicine	Professor	community medicine

4. **Ghada Mohamed Salem**	community medicine	Professor	community medicine
5. Noha Mohamed Abdelsalam	community medicine	Professor	community medicine
6. Amira Elsayed Abdelsalam	community medicine	Professor	community medicine
7. Dalia Abdalla Mohamed	community medicine	Professor	**Occupational and Industrial Medicine**
8. Amal Elwan Mohamed	community medicine	**Assistant Professor**	community medicine
9. Hanaa Aboelazaim Ibrahim	community medicine	Assistant Professor	community medicine
10. Hala Ahmed Magdy	community medicine	Assistant Professor	community medicine
11. Lamiaa Lofty Abdelaziz	community medicine	Assistant Professor	community medicine
12. Dina Sameh Mohamed	community medicine	Assistant Professor	**Occupational and Industrial Medicine**
13. Afaf Mohmoud Mohamed	community medicine	Assistant Professor	community medicine
14. Mona hamed	community medicine	Assistant Professor	community medicine
15. **Mona sami**	community medicine	Assistant Professor	community medicine
16. Hebatalla Magdy Fawzy	community medicine	Lecturer	community medicine
17. Enjy Ahmed Esmat	community medicine	Lecturer	Occupational and Industrial Medicine
18. **Lamiaa Elsayed Nasr**	community medicine	Lecturer	community medicine
19. Mona Fathy Ali	community medicine	Lecturer	Occupational and Industrial Medicine
20. Doaa Habib Mohamed	community medicine	Lecturer	community medicine
21. Dina Abdelwahab Fikry	community medicine	Lecturer	Occupational and Industrial Medicine
22. Doaa Mohamady Mohamed	community medicine	Assistant Lecturer	community medicine
23. Nada Hesham Elawady	community medicine	Assistant Lecturer	community medicine
24. Noha Hesham Elawady	community medicine	Assistant Lecturer	community medicine
25. Amira Shawally Mohamed	community medicine	Assistant Lecturer	Occupational and Industrial Medicine
26. Yassmin Essam Ahmed	community medicine	Assistant Lecturer	community medicine

27. Soad Abdelazim Hassan	community medicine	Assistant Lecturer	community medicine
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)
Forensic medicine		**Forensic medicine**	

Instructor Name	**Department**	**Academic degree**	**Specialty**
1- Nermeen Attia	Forensic medicine and Clinical toxicology	Professor	Forensic medicine and Toxicology
2- Aml Abdelkhalek	Forensic medicine and Clinical toxicology	Professor	Forensic medicine and Toxicology
3- Shimaa Abdel khader	Forensic medicine and Clinical toxicology	Assistant Lecturer	Forensic medicine and Toxicology
4- Amira Azmy	Forensic medicine and Clinical toxicology	Assistant Lecturer	Forensic medicine and Toxicology
5- Aya Nageeb	Forensic medicine and Clinical toxicology	Assistant Lecturer	Forensic medicine and Toxicology
6- Mai Saed	Forensic medicine and Clinical toxicology	Assistant Lecturer	Forensic medicine and Toxicology
7- Rodin Shokry	Forensic medicine and Clinical toxicology	Assistant Lecturer	Forensic medicine and Toxicology
8- Norhan Mohamed	Forensic medicine and Clinical toxicology	Lecturer	Forensic medicine and Toxicology
9- Rania Magdy	Forensic medicine and Clinical toxicology	Lecturer	Forensic medicine and Toxicology
10- Naema Mohamed	Forensic medicine and Clinical toxicology	Lecturer	Forensic medicine and Toxicology
11- Hoda Gamal	Forensic medicine and Clinical toxicology	Assistant lecturer	Forensic medicine and Toxicology
12- Basma Taher	Forensic medicine and Clinical toxicology	Assistant lecturer	Forensic medicine and Toxicology
13- Sally Osama	Forensic medicine and Clinical toxicology	Assistant lecturer	Forensic medicine and Toxicology

Notes

1- The specialization of the teaching staff and teaching assistants was well aligned with the course content.

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

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

4- Practical revision sessions were conducted to support students' preparation for the practical examinations and to reinforce their laboratory and hands-on skills.

5- In addition, supplementary learning resources were provided to students through the learning management system, including lecture notes, educational materials, and recommended references. Students were also given access to Incision Academy courses and online learning modules to support their self-learning and improve their understanding of the practical and clinical parts of the module

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)
2	15	30			

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

Student Assessment Methods that have been Implemented				
Method of Assessment *	Date	Marks	Type and number of questions	Measured Module Learning Outcomes (Mention the text)
Quiz	Click or tap to enter a date.	15		**1.9.1 Demonstrate the process of evidence-based practice (EBP).** **1.9.2 Apply evidence-based medicine to address a selected clinical question.** **2.6.1 Compare important vital indices and health profiles of Egypt with those of other countries using relevant health data.** **3.2.1 Interpret and apply key provisions of Egyptian medical responsibility laws, with a focus on professional duties, legal boundaries, and regulatory mechanisms governing medical practice using clinical case scenarios in small-group sessions.** **3.2.2 Explain the significance of the death certificate, identify its essential components, and describe the physician's role in its accurate completion using clinical case scenarios in small-group sessions.** **3.2.3 Recognize the professional, ethical, legal, and safety considerations**

				associated with the use of artificial intelligence in healthcare. **3.6.1 Analyze the principles of medical liability in relation to patient harm, including the legal criteria for negligence and accountability in medical practice, using clinical case scenarios in small-group sessions.** **3.9.1 Critically evaluate the medico-legal and ethical implications of defensive medicine and its impact on patient care and healthcare systems using clinical case scenarios in small-group sessions** **. 3.9.2 Analyze the legal and ethical responsibilities related to unprofessional and unethical behaviors that may jeopardize patient safety, including considerations related to resource allocation, using clinical case scenarios in small-group sessions.** **5.9.1 Identify the principles and applications of health information systems, digital transformation, and digital health technologies.** **5.9.2 Identify applications of generative artificial intelligence in healthcare.** **6.7.1 Explain the main components of a scientific research article.** **6.7.2 Explain the steps of developing a research proposal (protocol) for a selected health-related problem.** **6.7.3 Select an appropriate study design for a research question.** **6.7.4 Develop appropriate data collection tools and procedures for a selected research study.** **6.7.5 Describe the procedures for data management and preparation for statistical analysis in a research study..** **6.7.6 Apply appropriate methods of referencing and reference management in scientific research.** **6.7.7 6.7.7 Prepare a scientific research paper based on the findings of a selected research study.** **6.8.1 Critically appraise epidemiological studies in terms of study design, validity, sources of bias and error, and applicability to clinical practice.** **6.9.1 Explain the principles of hypothesis testing, confidence intervals,**

				statistical significance, and common statistical tests used in medical research. **6.9.2 Explain and interpret correlation and linear regression in medical research.** **6.9.3 Analyze research data using SPSS and other appropriate statistical programs.** **6.10.1 Present research findings effectively to professional and lay audiences using appropriate presentation skills and audiovisual technologies.**
Project		**15**		**6.7.1 Explain the main components of a scientific research article.** **6.7.2 Explain the steps of developing a research proposal (protocol) for a selected health-related problem.** **6.7.3 Select an appropriate study design for a research question.** **6.7.4 Develop appropriate data collection tools and procedures for a selected research study.** **6.7.5 Describe the procedures for data management and preparation for statistical analysis in a research study..** **6.7.6 Apply appropriate methods of referencing and reference management in scientific research.** **6.7.7Prepare a scientific research paper based on the findings of a selected research study.** **6.8.1 Critically appraise epidemiological studies in terms of study design, validity, sources of bias and error, and applicability to clinical practice.** **6.9.3 Analyze research data using SPSS and other appropriate statistical programs.** **6.10.1 Present research findings effectively to professional and lay audiences using appropriate presentation skills and audiovisual technologies.**
Final Written	Click or tap to enter a date.	**20**		**1.9.1 Demonstrate the process of evidence-based practice (EBP).** **1.9.2 Apply evidence-based medicine to address a selected clinical question.** **2.6.1 Compare important vital indices and health profiles of Egypt with those of other countries using relevant health data.** **3.2.1 Interpret and apply key provisions of Egyptian medical responsibility laws, with a focus on professional duties, legal boundaries, and regulatory mechanisms governing medical practice using clinical case scenarios in small-group sessions.**

				3.2.2 Explain the significance of the death certificate, identify its essential components, and describe the physician's role in its accurate completion using clinical case scenarios in small-group sessions. **3.2.3 Recognize the professional, ethical, legal, and safety considerations associated with the use of artificial intelligence in healthcare.** **3.6.1 Analyze the principles of medical liability in relation to patient harm, including the legal criteria for negligence and accountability in medical practice, using clinical case scenarios in small-group sessions.** **3.9.1 Critically evaluate the medico-legal and ethical implications of defensive medicine and its impact on patient care and healthcare systems using clinical case scenarios in small-group sessions** **3.9.2 . Analyze the legal and ethical responsibilities related to unprofessional and unethical behaviors that may jeopardize patient safety, including considerations related to resource allocation, using clinical case scenarios in small-group sessions.** **5.9.1 Identify the principles and applications of health information systems, digital transformation, and digital health technologies.** **5.9.2 Identify applications of generative artificial intelligence in healthcare.** **6.7.1 Explain the main components of a scientific research article.** **6.7.2 Explain the steps of developing a research proposal (protocol) for a selected health-related problem.** **6.7.3 Select an appropriate study design for a research question.** **6.7.4 Develop appropriate data collection tools and procedures for a selected research study.** **6.7.5 Describe the procedures for data management and preparation for statistical analysis in a research study..** **6.7.6 Apply appropriate methods of referencing and reference management in scientific research.**

				6.7.7 Prepare a scientific research paper based on the findings of a selected research study. **6.8.1 Critically appraise epidemiological studies in terms of study design, validity, sources of bias and error, and applicability to clinical practice.** **6.9.1 Explain the principles of hypothesis testing, confidence intervals, statistical significance, and common statistical tests used in medical research.** **6.9.2 Explain and interpret correlation and linear regression in medical research.** **6.9.3 Analyze research data using SPSS and other appropriate statistical programs.** **6.10.1 Present research findings effectively to professional and lay audiences using appropriate presentation skills and audiovisual technologies.**

1. The assessment process was conducted in accordance with the Credit hour Bylaw (2021) and the Faculty of Medicine assessment policies.

2. A variety of assessment methods were used, including quizzes, final written examinations, , project 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 hour Bylaw (2021).

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):	**1808** •
Number of students (who completed the module/ sat for the exam):	**1800**

Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam: 8 students** • **Absent: 8** • **Deprived (attendance): 0**
Total number of students who passed the exams successfully:	• **عدد اللي دخلوا الامتحان: 1800** • **عدد اللي نجحوا: 1787**
Percentage of success (out of the total number of students who sat for the final exam)	$$Success\ Rate = \frac{Number of Passed Students}{Number of Students Who Sat for Exam} \times 100$$ **99%**

Grade Distribution

Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	**68**	**169**	**422**	**1128**	**13**
Percentage	**3.8%**	**9.3%**	**23.3%**	**62.6%**	**1%**

Total number of students who failed the exams:	
Percentage of failure (for the total number of students who took the final exam)	**هو عكس نسبة النجاح.** $$Failure\ Rate = \frac{Number\ of\ Failed\ Students}{Number\ of\ Students\ Who\ Sat\ for\ Final\ Exam} \times 100$$ **1%**

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. some students attended the exam but did not achieve the minimum passing score.
Irregular attendance and weak participation in some teaching activities may 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.

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:	Quality Assurance & Accreditation Report
Timing of Evaluation:	At the end of the semester
Number of students who participated in the course evaluation	
Percentage of participants to the total number	
Important points of satisfaction	- Positive student engagement and participation. -Good level of satisfaction with module delivery. -Effective organization of teaching activities.
Important points of dissatisfaction	• Increase clinical/practical exposure. • Enhance interactive learning activities. • Provide additional revision and feedback opportunities.

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..

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.

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 points Bylaw (2021). 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.	**Manage large student numbers in teaching sessions (lectures, practical classes)**	**Divide students into two groups and schedule sessions in parallel or rotated groups to reduce overcrowding and improve interaction**	Split students into two groups and conduct parallel or rotating sessions according to the timetable and room capacity	**Curriculum Committee, Vice Dean for Education and Student Affairs**	**Requires coordination of the timetable and room allocation**
2.	**Enhance assessment feedback and communication with students**	**Provide structured feedback sessions and timely communication of assessment results**	Oral and written feedback sessions after exams and assignments	**Teaching Staff**	**Continuous implementation**
3.	**Expand interactive teaching and case-based learning**	**Increase use of active learning strategies**	Integrate interactive activities into the weekly teaching plan	**Teaching Staff**	**Already partially implemented, to be strengthened**
4.	**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**

خطة تطوير المقرر للفصل/العام الأكاديمي القادم

(مع الأخذ في الاعتبار نتائج تقييم الطلاب، بالإضافة إلى آراء الطلاب وانعكاسات أعضاء هيئة التدريس)

	نقاط تحتاج إلى تطوير أو تحسين	الإجراءات التصحيحية / إجراءات التحسين	طريقة التنفيذ	المسؤول	ملاحظات
1	إدارة الأعداد الكبيرة من الطلاب في الجلسات التعليمية (المحاضرات والدروس العملية)	تقسيم الطلاب إلى مجموعتين وجدولة الجلسات بالتوازي أو بالتناوب بين المجموعات لتقليل التكدس وتحسين التفاعل	تقسيم الطلاب إلى مجموعتين وتنفيذ الجلسات بالتوازي أو بالتناوب وفقًا للجدول الدراسي وسعة القاعات	لجنة المناهج، ووكيل الكلية لشؤون التعليم والطلاب	يتطلب التنسيق بشأن الجدول الدراسي وتخصيص القاعات
2	تعزيز التغذية الراجعة الخاصة بالتقييم والتواصل مع الطلاب	تقديم جلسات تغذية راجعة منظمة والتواصل في الوقت المناسب بشأن نتائج التقييمات	عقد جلسات تغذية راجعة شفهية وكتابية بعد الاختبارات والتكليفات	أعضاء هيئة التدريس	تنفيذ مستمر
3	التوسع في استخدام التدريس التفاعلي والتعلم القائم على الحالات	زيادة استخدام استراتيجيات التعلم النشط	دمج الأنشطة التفاعلية ضمن الخطة التدريسية الأسبوعية	أعضاء هيئة التدريس	تم تطبيقه جزئيًا بالفعل، وسيتم تعزيز التطبيق
4	تحسين مصادر التعلم والمحتوى الإلكتروني	التوسع في رفع المواد التعليمية الرقمية، والمحاضرات المسجلة، وموارد التعلم المدمج	استخدام Microsoft Teams لتوفير المواد التعليمية المحدثة وموارد التعلم الإلكتروني	أعضاء هيئة التدريس وإدارة القسم	تطوير مستمر

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

Module Report

Academic Year: 2026/2025 Semester: …S9…

1. Basic Information

Module Title (according to the bylaw):	**Child Health problem**
Module Code (according to the bylaw):	**BMS DI 2-2**
Department/s that participated in the teaching:	**الاطفال** **جراحه الاطفال**
Total number of credit hours/points of the course:	**عدد ساعات المقرر او عدد النقاط حسب اللائحة(4 CH)**
Module Type:	نوع المقرر اجباري او اختياري **Compulsory**اجباري
The level to which the course was introduced:	السنة الدراسية **5th academic year / Level (Semester 9)**
Academic Program:	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute:	Faculty of Medicine
University/Academy:	Zagazig university
Name of Module Coordinator:	**د.محمد طاهر (اطفال)** **د.عبدالرازق يوسف (جراحه اطفال)**
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)
53	------	27	
Instructor Name	Department	Academic degree	Specialty
1. أ د / خالد شريف	جراحه اطفال	استاذ	جراحه اطفال
2. أ د / طارق جبران	جراحه اطفال	استاذ	جراحه اطفال
3. أ د / أحمد كمال	جراحه اطفال	استاذ	جراحه اطفال
4. أ د / أحمد عزت	جراحه اطفال	استاذ	جراحه اطفال
5. أ د / إسماعيل طنطاوى	جراحه اطفال	استاذ	جراحه اطفال
6. أ د / أمين صالح	جراحه اطفال	استاذ	جراحه اطفال
7. د/ وليد مصطفى	جراحه اطفال	مدرس	جراحه اطفال
	جراحه اطفال	استاذ	جراحه اطفال

8. أ د / محمد خليفة	جراحه اطفال	استاذ	جراحه اطفال
9. أ د / محمد الاكراشى	جراحه اطفال	استاذ	جراحه اطفال
10. أ د / وائل الشحات	جراحه اطفال	استاذ مساعد	جراحه اطفال
11. أ د م / هشام قاسم	جراحه اطفال	استاذ مساعد	جراحه اطفال
12. أ د م / عمر الاكيابى	جراحه اطفال	مدرس	جراحه اطفال
13. د/ عبد الرازق يوسف	جراحه اطفال	مدرس	جراحه اطفال
14. د/عمر صافى	جراحه اطفال	استاذ	جراحه اطفال
15. اد اميره والي	اطفال	مدرس	اطفال
16. د مصطفى فتحى	اطفال	مدرس	اطفال
17. د منى الشرقاوى	اطفال	مدرس	اطفال
18. د مى العطار	اطفال	مدرس	اطفال
19. د ايمان عبدالهادي	اطفال	مدرس	اطفال
20. د مروة لطفى	اطفال	استاذ	اطفال
21. اد صفاء حمدى	اطفال	استاذ	اطفال
22. اد ايهاب البنا	اطفال	استاذ	اطفال
23. اد شريف الجبالى	اطفال	مدرس	اطفال
24. د محمد الطاهر	اطفال	استاذ	اطفال
25. اد سناء محمود	اطفال	استاذ	اطفال
26. اد طارق حامد	اطفال	استاذ	اطفال
27. اد عبد الرازق الشيخ	اطفال	استاذ	اطفال
28. اد وسام عبد المنعم	اطفال	مدرس	اطفال
29. د محمد رجب	اطفال	استاذ	اطفال
30. اد مروة زكريا	اطفال	مدرس	اطفال
31. د محمد رؤوف	اطفال	مدرس	اطفال
32. د عصام	اطفال	مدرس	اطفال
33. د محمد عصام	اطفال	مدرس	اطفال
34. اد نرمين عبد المنعم	اطفال	استاذ	اطفال
35. د هشام سعد	اطفال	مدرس	اطفال
36. اد دينا توفيق	اطفال	مدرس	اطفال
37. د اسلام عادل	اطفال	مدرس	اطفال
38. د سلمي وطفة	اطفال	استاذ	اطفال
39. د محمد حليم	اطفال	استاذ	اطفال
40. اد عاطف خليل	اطفال	استاذ	اطفال
41. اد ميرفت هشام	اطفال	استاذ	اطفال
42. اد محمد المالكى	اطفال	مدرس	اطفال
43. اد دينا شكرى	اطفال	استاذ	اطفال
44. اد تامر حسان	اطفال	مدرس	اطفال
45. د اسماء ابراهيم	اطفال	استاذ	اطفال
46. اد سهام عزب	اطفال	استاذ	اطفال
47. د بسمة	اطفال	استاذ	اطفال
48. اد صهباء فهر	اطفال	مدرس	اطفال
49. اد رباب البهيدى	اطفال	مدرس	اطفال
50. اد هبةابوزيد	اطفال	استاذ	اطفال
51. د هالة امين	اطفال	استاذ	اطفال
52. د داليا جميل	اطفال	مدرس	اطفال
		مدرس	اطفال

53. اد محمد عبد السالم	اطفال	استاذ	اطفال
54. اد ايمان الهنداوى	اطفال	استاذ	اطفال
55. د سهام محمد	اطفال	استاذ	اطفال
56. د امل الجوهرى	اطفال	استاذ	اطفال
57. اد عزت كامل	اطفال	مدرس	اطفال
58. اد سعيد مرسى	اطفال	مدرس	اطفال
59. اد احمدعبد الصمد	اطفال	مدرس	اطفال
60. اد صفوت عزيز	اطفال	استاذ	اطفال
61. د هبة الحكيم	اطفال	استاذ	اطفال
62. د ديانا حنا	اطفال	استاذ	اطفال
63. د علياء عزت	اطفال	استاذ	اطفال
64. اد ايهاب رشيد	اطفال	استاذ	اطفال
65. اد اشجان غباشى	اطفال	استاذ	اطفال
66. اد محمد عثمان	اطفال	استاذ	اطفال
67. اد ليلى رسلان	اطفال	استاذ	اطفال
68. اد حسام كمال	اطفال	استاذ	اطفال
69. اد ليلى شريف	اطفال	استاذ	اطفال
70. اد محمد عرفة	اطفال	استاذ	اطفال
71. اد منى حامد	اطفال	استاذ	اطفال
72. اد يوسف الدمسيسى	اطفال	استاذ	اطفال
73. اد نهاد كرم	اطفال	استاذ	اطفال
74. اد عمرو ابراهيم	اطفال	استاذ	اطفال
75. اد مها نوح	اطفال	استاذ	اطفال
76. اد حسام السعدنى	اطفال	استاذ	اطفال
77. اد سامح حسين	اطفال	استاذ	اطفال
78. اد دعاء يوسف	اطفال	مدرس	اطفال
79. اد اسامة الخولى	اطفال		اطفال

Notes (

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Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures/.....)	Total number of training hours (practical/clinical/...)	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
4	اجمالي عدد الساعات النظري من واقع توصيف المقرر 12	اجمالي عدد الساعات العملي من واقع توصيف المقرر 56	0	اجمالي عدد ساعات التعلم الذاتي من واقع توصيف المقرر فيه لائحة النقاط فقط Not specified in the teaching timetable	

Notes (if any) on: The specialization of the teaching staff and teaching assistants was well aligned with the course content. The student to staff ratio was approximately 8.4: 1 reflecting a favorable academic environment that facilitates effective teaching and student engagement .Students were divided into Groups A, B, and C; each group subdivided into 10 subgroups to ensure that group size was appropriate for the nature of the course and to meet students' educational and practical learning needs. Practical revision sessions were conducted to support students' preparation for the practical examinations and to reinforce their laboratory and hands-on skills

Week #	Course Topics	Total Weekly Hours	Expected Teaching and Learning Hours	
			Theoretical	Clinical/Practical Training
1st	Birth injuries, neonatal convulsions; CHPS + Duodenal obstruction; Neonatal exam., resuscitation & HIE; Neonatal intestinal obstruction; Hirschsprung disease; Introduction to genetics	11	7	4
2nd	Genetic syndromes; Hernia + Hydrocele + UDT; Neonatal vomiting; Neck malformation; Neonatal jaundice; Neonatal respiratory distress; Anorectal malformation	13	9	4
3rd	Gestational age, Prematurity; Neonatal RD (Pediatrics + Surgery) [TBL]; Anorectal	11	9	2

	malformation; Pediatric vasculitis; Neonatal infections; Neonatal jaundice			
4th	Neurological examination; Floppy infant; Pediatric GALS; Intussusception, HSD; Febrile convulsions; Limping, JIA	**11**	**7**	**4**
	Total	**46**	**32**	**14**

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	**6/4/2026**	**30**	**SBA سؤال 30**	**1.1.1 History taking; 1.4.1 Physical examination; 1.6.1 Investigations; 1.8.1 Clinical/biomedical sciences; 1.10.1 Diagnostic formulation; 4.3.1 Growth & development; 4.5.1 Pathogenesis**
Final Written	End of module	**40**	**Case scenario based withSBA or MEQ**	**1.1.1 History taking; 1.2.1 Empathic/holistic approach; 1.4.1 Physical examination; 1.5.1 Prioritise clinical issues; 1.6.1 Investigations; 1.7.1**

				Complex/uncertain situations; 1.8.1 Clinical/biomedical sciences; 1.10.1 Diagnostic formulation; 1.13.1 Management plans; 1.15.1 Emergency care; 2.4.1 Community health risks; 2.6.1 Epidemiology; 4.3.1 Growth & development; 4.5.1 Pathogenesis; 4.7.1 Pharmacological management
OSPE	End of module	**30**	**Sample stations**	**1.1.1 History taking; 1.3.1 Mental status assessment; 1.4.1 Physical examination; 1.15.1 Emergency care; 2.9.1 Infection control; 3.2.1 Professional/ethical standards; 3.5.1 Confidentiality & privacy**
Flipped classroom	**29/9/2025**	**2**	**Case scenario based with 5 SBA or MEQ**	**1.5.1 Prioritise clinical issues; 1.6.1 Investigations; 1.7.1 Complex/uncertain situations; 1.10.1 Diagnostic formulation; 6.5.1 Recognise knowledge gaps**
TBL	**6/10/2025**	**3**	**Individual Readiness Assurance Test (iRAT) 5 SBA Questions Team Application Scenario-Based 5 : SBA Questions Individual Readiness Assurance Test (iRAT) 5 SBA Questions Team Application Scenario-Based Modified 5 Essay Questions (MEQs)**	**1.5.1 Prioritise clinical issues; 1.6.1 Investigations; 1.13.1 Management plans; 5.1.1 Healthcare team roles; 5.4.1 Leadership skills; 5.5.1 Communication/health records**

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:

Per the module specification, summative assessment is weighted as Year Work 30% (Quiz 5%, TBL 3%, Flipped classroom 2%), Final Written 40%, and Final OSPE 30%, totaling 100 marks. Exam papers/blueprints are reviewed by the module examination committee before administration. Passing requires achieving the overall pass mark set by the Faculty of Medicine bylaw across the combined assessment components.

Student Assessment Results	
Number of students (who started the module):	• **عدد الطلاب المقيدين (نظام اللائحة 2021): 1808**
Number of students (who completed the module/ sat for the exam):	**1801 طالب**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam: 7 students** • **Absent: 4** • **Deprived (attendance): 3**

Total number of students who passed the exams successfully:	• **عدد الذين أدوا الامتحان: 1801** • **عدد الذين نجحوا: 1791**
Percentage of success (out of the total number of students who sat for the final exam)	**Success Rate = 99.4% (1791 / 1801) for 2025/2026 — 99.1% (1338 / 1350) for 2024/2025** $$Success\ Rate = \frac{Number\ of\ Passed\ Students}{Number\ of\ Students\ Who\ Sat\ for\ Exam} \times 100$$

Grade Distribution

Grade	مقبول	جيد	جيد جدا	امتياز	راسب
Number of students	**4**	**62**	**245**	**1480**	**10**
Percentage	**0.2%**	**3.4%**	**13.6%**	**82.2%**	**0.6%**

Total number of students who failed the exams:	**10طالب**
Percentage of failure (for the total number of students who took the final exam)	**Failure Rate = 0.6% (10 / 1801) for 2025/2026 — 0.9% (12 / 1350) for 2024/2025** **هو عكس نسبة النجاح.** $$Failure\ Rate = \frac{Number\ of\ Failed\ Students}{Number\ of\ Students\ Who\ Sat\ for\ Final\ Exam} \times 100$$

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:

In 2025/2026, 1801 of 1808 registered 5th-year students sat for the Child Health module final exam (7 did not attend: 4 absent, 3 absent with excuse). 1791 passed (99.4%) and 10 were recorded as fail before compensation, with the grade distribution skewed toward Excellent (1480, 82.2%) and Very Good (245, 13.6%). Compared with 2024/2025, where 1350 of 1361 students sat for the exam and 1338 passed (99.1%), the success rate remained stable and high across both years. The continued shift toward higher grades is attributed to the active learning strategies used in the module (SGS, flipped classroom, TBL) and the frequent continuous/formative assessments with timely feedback.

في العام الأكاديمي 2026/2025، تقدّم 1801 طالبًا من إجمالي 1808 طالبًا مقيدًا بالفرقة الخامسة للامتحان النهائي لمقرر مشاكل صحة الطفل (لم يحضر 7 طلاب: 4 غياب، و3 غياب بعذر). ونجح 1791 طالبًا (بنسبة 99.4%)، بينما رُصد رسوب 10 طلاب قبل الجبر، مع توزيع للتقديرات يميل نحو الامتياز (1480 طالبًا، 82.2%) والجيد جدًا (245 طالبًا، 13.6%). وبالمقارنة بالعام 2025/2024، حيث تقدّم 1350 طالبًا من أصل 1361 طالبًا للامتحان ونجح منهم 1338 طالبًا (بنسبة 99.1%)، فقد ظلت نسبة النجاح مستقرة ومرتفعة في كلا العامين. ويُعزى استمرار التحسن في نسبة التقديرات المرتفعة إلى استراتيجيات التعلم النشط المستخدمة في المقرر (الجلسات الصغيرة، الفصل المقلوب، التعلم الجماعي القائم على الفريق) وإلى التقييم التكويني المستمر مع التغذية الراجعة الفورية.

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:	Electronic satisfaction questionnaire
Timing of Evaluation:	End of module
Number of students who participated in the course evaluation	
Percentage of participants to the total number	
Important points of satisfaction	• Use of interactive small-group sessions (SGS) and case-based discussions for teaching neonatal and pediatric surgical topics. • Flipped-classroom and TBL sessions that link theory directly to clinical scenarios. • Supportive and accessible teaching staff. • Clear structure of the 4-week timetable with a logical progression of topics week by week.
Important points of dissatisfaction	• Compressed 4-week schedule for a wide range of neonatal and pediatric surgical topics. • Heavy daily content load, particularly on days with back-to-back SGS/online sessions. • Limited time left for self-revision before the end-of-module exam. • Some overlap between online and face-to-face SGS content.

4. Staff Members Reflections

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

Dense scientific content delivered within a compressed 4-week schedule, with limited time for revision before the end-of-module exam. Suggest expanding hands-on/practical stations (e.g. neurological examination, GALS) and adding structured revision sessions before the final exam.

5. Module Enhancement

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

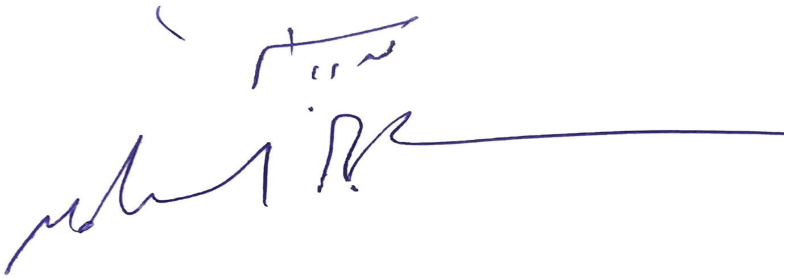
NA

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 4-week schedule for a wide range of neonatal and pediatric surgical topics.	Review module scheduling to reduce content compression.	Will be arranged during S9 study-plan preparation next year.	Module Coordinator	

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



Faculty of Medicine,
Zagazig University

Bachelor of Medicine & Surgery

Module Report

Academic Year:2025/2026 Semester: …S9…

1. Basic Information

Module Title (according to the bylaw): Nutrition Disorders Module 2021 Bylaw	**نكتب اسم الموديول من اللائحة سواء كانت نقاط او ساعات**
Module Code (according to the bylaw): BMS NU 2-2	**نكتب كود الموديول وده موجود فيه اللائحة**
Department/s that participated in the teaching: Internal Medicine, Pediatrics, Community Medicine, General Surgery and Psychiatry	**الأقسام المشاركة فيه المقرر**
Total number of credit hours/points of the course: (5 CH)	**عدد ساعات المقرر او عدد النقاط حسب اللائحة**
Module Type: Compulsory	نوع المقرر اجباري او اختياري
The level to which the course was introduced:5th academic year	السنة الدراسية **5th academic year**
Academic Program: Bachelor of Medicine and Surgery (MBBCH)	Bachelor of Medicine and Surgery (MBBCH)
Faculty/Institute: : Faculty of Medicine	Faculty of Medicine
University/Academy: Zagazig university	Zagazig university
Name of Module Coordinator: Nearmeen Mohamed Rashad	**منسق الوثائق**
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)**
عدد أعضاء هيئة التدريس من جمع الأقسام المشاركة من واقع الجدول	- -----	عدد أعضاء الهيئة المعاونة من جمع الأقسام المشاركة من واقع الجدول	

Instructor Name	**Department**	**Academic degree**	**Specialty**
Dr. Nearmeen Mohamed Rashad	Internal Medicine	Professor	Endocrine and Diabetes
Dr. Mahmoud Abdo Ashour	Internal Medicine	Professor	Gastroenterology and

Dr. El-Sayed El-Nahal	Internal Medicine	Professor	Hepatology
Dr. Hany El-Sadek	Internal Medicine	Professor	Nephrology
Dr. Reda Kamel	Internal Medicine	Associate Professor	Gastroenterology and
Dr. Ezza Hassan	Internal Medicine	Associate Professor	Hepatology
Dr. Shady Emad	Internal Medicine	Associate Professor	Nephrology
Dr. Tamer Gouda	Internal Medicine	Associate Professor	Endocrine and Diabetes
Dr. Mohamed Gaber	Internal Medicine	Associate Professor	Gastroenterology and
Dr. El-Sayed Enany	Internal Medicine	Associate Professor	Hepatology
Dr. Ayman Riyad	Internal Medicine	Associate Professor	Gastroenterology and
Dr. Osama Ragab	Internal Medicine	Associate Professor	Hepatology
Dr. Noha Osama	Internal Medicine	Assistant Professor Assistant	Endocrine and Diabetes
Dr. Ahmed Noaman	Internal Medicine	Professor	Hematology
Dr. Marwan El-Gohary	Internal Medicine	Assistant Professor	Nephrology
Dr. Walid Attia	Internal Medicine	Assistant Professor	Clinical Immunology
Dr. Mohamed Gamal El-Shamy	Internal Medicine	Assistant Professor	Endocrine and Diabetes
Dr. Amr El-Labban	Internal Medicine	Assistant Professor	Clinical Immunology
Dr. Ahmed El-Qallali	Internal Medicine	Assistant Professor	Gastroenterology and
Dr. Ahmed Mahmoud	Internal Medicine	Assistant Professor	Hepatology
Dr. Ahmed El-Menshawy	Internal Medicine	Assistant Professor	Critical Care Medicine
Dr. Nashwa Draz	Internal Medicine	Assistant Professor	Hematology
Dr. Ashaf El-Naggar	Internal Medicine	Professor	Critical Care Medicine
Dr. Ahmed El-Agroudy	Internal Medicine	Professor	Geriatric Medicine
Dr. Ghada Samir	Internal Medicine	Professor	Gastroenterology and
Dr. Mayada Mousa	Internal Medicine	Professor	Hepatology
Dr. Nermeen Saad	Internal Medicine	Associate Professor	Hematology
Dr. Mohamed Awad	Internal Medicine	Professor	Endocrine and Diabetes
Dr. Reda El-Khodary	Internal Medicine	Assistant Professor	Critical Care Medicine
Dr. Zeinab Maher	Internal Medicine	Assistant Professor	Critical Care Medicine
Dr. Rami Adel	Internal Medicine	Assistant Professor	Critical Care Medicine
Dr. Samar Mohaseb	Internal Medicine	Assistant Professor	Endocrine and Diabetes
Dr. Mohamed Hassan	Internal Medicine	Professor	Endocrine and Diabetes
Dr. Hoda Abdel Aziz	Internal Medicine	Professor	Endocrine and Diabetes
Dr. Medhat Ibrahim	Internal Medicine	Professor	Geriatric Medicine
Dr. Gehan Said	Internal Medicine	Professor	Geriatric Medicine
Dr. Saeed Abdel Baky	Internal Medicine	Associate Professor	Nephrology
Dr. Michael Edaward	Internal Medicine	Assistant Professor	Geriatric Medicine
Dr. Mohamed Abdel Azim	Internal Medicine	Assistant Professor	Gastroenterology and
Dr. Ahmed Ismail	Internal Medicine	Assistant Professor	Hepatology
Dr. Mohamed Gamal Khalifa	Internal Medicine	Assistant Professor	Gastroenterology and
Dr. Ahmed Atef	Internal Medicine	Assistant Professor	Hepatology
Dr. Walid Afifi	Internal Medicine	Professor	Nephrology
Dr. Osama Basha	Internal Medicine	Professor	Endocrine and Diabetes
Dr. Nehal Abdel Karim	Internal Medicine	Professor	Geriatric Medicine

Dr. Firoz Othman	Internal Medicine	Professor	Endocrine and Diabetes
Dr. Magda Mahrous	Internal Medicine	Professor	Gastroenterology and
Dr. Osama Al-Kholy	Pediatrics	Professor	Hepatology
Dr. Mahmed Arafa	Pediatrics	Professor	Gastroenterology and
Dr. Ezzat Kamel	Pediatrics	Professor	Hepatology
Dr. Tarek Hamed	Pediatrics	Professor	Endocrine and Diabetes
Dr. Mohamed Osman	Pediatrics	Professor	Endocrine and Diabetes
Dr. Ehab Rasheed	Pediatrics	Professor	Nephrology
Dr. Tamer Hassan	Pediatrics	Professor	Gastroenterology and
Dr. Abdelrazik Alsheikh	Pediatrics	Professor	Hepatology
Dr. Mohamed Sanad	Pediatrics	Professor	Endocrine and Diabetes
Dr. Sanaa Mahmoud	Pediatrics	Professor	Critical Care Medicine
Dr. Saed Morsy	Pediatrics	Professor	Nephrology
Dr. Safaa Hamdy	Pediatrics	Professor	Pediatrics
Dr. Amal Abd Allatif	Pediatrics	Professor	Pediatrics
Dr. Seham Azzb	Pediatrics	Professor	Pediatrics
Dr. Hossam Kamal	Pediatrics	Professor	Pediatrics
Dr. Mohammed Naguib	Pediatrics	Professor	Pediatrics
Dr. Mervat Hesham	Pediatrics	Professor	Pediatrics
Dr. Mervat Atfy	Pediatrics	Professor	Pediatrics
	Pediatrics	Professor	Pediatrics
Dr. Osama Taha	Pediatrics	Professor	Pediatrics
Dr. Hossam Alsaadny	Pediatrics	Professor	Pediatrics
Dr. Mohamed Hamed	Pediatrics	Professor	Pediatrics
Dr. Azaa Khalil	Pediatrics	Professor	Pediatrics
Dr. Ehab Albanna	Pediatrics	Professor	Pediatrics
Dr. Hadeel Abdalrhman	Pediatrics	Professor	Pediatrics
Dr. Rabab Al-bheedy	Pediatrics	Professor	Pediatrics
Dr. Dina Shokry	Pediatrics	Professor	Pediatrics
Dr. Dina Tawfeek	Pediatrics	Professor	Pediatrics
Dr. Nehad Karam	Pediatrics	Professor	Pediatrics
Dr. Hany Alsayed	Pediatrics	Professor	Pediatrics
Dr. Soaad Shadeed	Pediatrics	Professor	Pediatrics
Dr. Mohammed Al Malky	Pediatrics	Professor	Pediatrics
Dr. Sahar Shaarawy	Pediatrics	Professor	Pediatrics
Dr. Laila Raslan	Pediatrics	Professor	Pediatrics
Dr. Eman Almoghazy	Pediatrics	Professor	Pediatrics
Dr. Mohamed Adel Salam	Pediatrics	Associate Professor	Pediatrics
Dr. Ahmed Abdelsamad	Pediatrics	Associate Professor	Pediatrics
Dr. Eman Hendawy	Pediatrics	Associate Professor	Pediatrics
Dr. Amr Ibrahim	Pediatrics	Associate Professor	Pediatrics
Dr. Mona Hamed	Pediatrics	Associate Professor	Pediatrics
Dr. Yousef Aldemssessi	Pediatrics	Associate Professor	Pediatrics

Dr. Marwa Lotfy	Pediatrics	Associate Professor	Pediatrics
Dr. Dalia Gamil	Pediatrics	Associate Professor	Pediatrics
Dr. Atef Khalil	Pediatrics	Associate Professor	Pediatrics
Dr. Sherief Algebaly	Pediatrics	Associate Professor	Pediatrics
Dr. Sahbaa Fehr	Pediatrics	Associate Professor	Pediatrics
Dr. Amany Ahmed	Pediatrics	Associate Professor	Pediatrics
Dr. Ghada Abdallatif	Pediatrics	Assistant Professor	Pediatrics
Dr. Maha Nouh	Pediatrics	Assistant Professor	Pediatrics
Dr. Mohamed El-Taher	Pediatrics	Assistant Professor	Pediatrics
Dr. Diana Hanna	Pediatrics	Assistant Professor	Pediatrics
Dr. Hala Amin	Pediatrics	Assistant Professor	Pediatrics
Dr. Sama Watfa	Pediatrics	Associate Professor	Pediatrics
Dr. Hesham Saad	Pediatrics	Assistant Professor	Pediatrics
Dr. Mohammed Essam	Pediatrics	Assistant Professor	Pediatrics
Dr. Asmaa Ibrahim	Pediatrics	Assistant Professor	Pediatrics
Dr. Samar Alsayed	Pediatrics	Assistant Professor	Pediatrics
Dr. Mohammed Haleem	Pediatrics	Assistant Professor	Pediatrics
Dr. Islam Adel	Pediatrics	Associate Professor	Pediatrics
Dr. Eman Abdelhady	Pediatrics	Assistant Professor	Pediatrics
Dr. Mohammed Ragab	Pediatrics	Assistant Professor	Pediatrics
Dr. Shrouk Nafea	Pediatrics	Assistant Professor	Pediatrics
Dr. Heba Alhakeem	Pediatrics	Assistant Professor	Pediatrics
Dr. Amal Algohary	Pediatrics	Assistant Professor	Pediatrics
Dr. Tamer El-Noueimy	Pediatrics	Professor	Pediatrics
Dr. Ramadan Mahmoud	Pediatrics	Professor	Pediatrics
Dr. Ahmed Sallam	Pediatrics	Professor	Pediatrics
Dr. Tarek Ezzat	General Surgery	Professor	Pediatrics
Dr. Morsi Mohamed	General Surgery	Professor	Pediatrics
Dr. Salah Mansour	General Surgery	Professor	Pediatrics
Dr. Islam Mohamed	General Surgery	Professor	Pediatrics
Dr. Osama Abdelaziz	General Surgery	Professor	Pediatrics
Dr. Mohamed El-Kilani	General Surgery	Professor	Pediatrics
	General Surgery	Professor	Pediatrics
	General Surgery	Professor	Pediatrics
	General Surgery	Professor	Pediatrics
	General Surgery	Professor	Pediatrics
Dr. Wael El-Shalfa	General Surgery	Professor	Pediatrics
Dr. Taha Abdelwahab	General Surgery	Professor	General Surgery
Dr. Mostafa Bayoumi	General Surgery	Professor	General Surgery
Dr. Walid Abdelhady	General Surgery	Professor	General Surgery
Dr. Mostafa El-Aidy	General Surgery	Professor	General Surgery
Dr. Mansour Morsi	General Surgery	Professor	General Surgery

Dr. Hany Hassan	General Surgery	Professor	General Surgery
Dr. Wael Mounsi	General Surgery	Professor	General Surgery
Dr. Mohamed Baghdadi	General Surgery	Professor	General Surgery
Dr. Abdelwahab Saleh	General Surgery	Professor	General Surgery
Dr. Gamal Othman	General Surgery	Professor	General Surgery
Dr. Amr Ibrahim	General Surgery	Professor	General Surgery
Dr. Ahmed Raafat	General Surgery	Professor	General Surgery
Dr. Ahmed Yehia	General Surgery	Associate Professor	General Surgery
Dr. Amr Abdelbaset	General Surgery	Associate Professor	General Surgery
Dr. Osama Hamed	General Surgery	Associate Professor	General Surgery
Dr. Hatem Abdelmonem	General Surgery	Associate Professor	General Surgery
Dr. Mostafa Khairy	General Surgery	Associate Professor	General Surgery
Dr. Loay El-Hady	General Surgery	Associate Professor	General Surgery
Dr. Mohamed Nagm	General Surgery	Associate Professor	General Surgery
Dr. Yasser Ali	General Surgery	Associate Professor	General Surgery
Dr. Tamer El-Shehidi	General Surgery	Associate Professor	General Surgery
Dr. Mohamed Mokhtar	General Surgery	Associate Professor	General Surgery
Dr. Ahmed Abdelghany	General Surgery	Associate Professor	General Surgery
Dr. Sayed Hendawy	General Surgery	Associate Professor	General Surgery
Dr. Rasha Shaaban	General Surgery	Associate Professor	General Surgery
Dr. Joseph Rizk	General Surgery	Associate Professor	General Surgery
Dr. Ahmed Kamal El-Taher	General Surgery	Associate Professor	General Surgery
Dr. Ehab Shehata	General Surgery	Associate Professor	General Surgery
Dr. Alaa Fayad	General Surgery	Associate Professor	General Surgery
Dr. Abdelwahab Mohamed	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Shafik	General Surgery	Assistant Professor	General Surgery
Dr. Saeed Nagm	General Surgery	Assistant Professor	General Surgery
Dr. Amr Fouad	General Surgery	Assistant Professor	General Surgery
Dr. Mohamed Adel Saleh	General Surgery	Assistant Professor	General Surgery
Dr. Mohamed Habishi	General Surgery	Associate Professor	General Surgery
Dr. Reham Zakaria	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Helmy	General Surgery	Assistant Professor	General Surgery
Dr. Ashraf El-Gharbawy	General Surgery	Assistant Professor	General Surgery
Dr. Sameh Naguib	General Surgery	Assistant Professor	General Surgery
Dr. Youssef El-Ayman	General Surgery	Assistant Professor	General Surgery
Dr. Alaa Haggag	General Surgery	Associate Professor	General Surgery
Dr. Adel Abdelhamid	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Mesbah	General Surgery	Assistant Professor	General Surgery
Dr. Saad Nagy	General Surgery	Assistant Professor	General Surgery
Dr. Hesham Abdelazeem	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Attia	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Magdy	General Surgery	Assistant Professor	General Surgery
Dr. Ashraf Eshry	General Surgery	Assistant Professor	General Surgery

Dr. Mohamed Osama	General Surgery	Assistant Professor	General Surgery
Dr. Mohamed Salah	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Samy	General Surgery	Assistant Professor	General Surgery
Dr. Hossam Hassan	General Surgery	Associate Professor	General Surgery
Dr. Peter Hany	General Surgery	Assistant Professor	General Surgery
	General Surgery	Assistant Professor	General Surgery
	General Surgery	Assistant Professor	General Surgery
	General Surgery	Assistant Professor	General Surgery
	General Surgery	Assistant Professor	General Surgery
Dr. Islam Abuzeid	General Surgery	Associate Professor	General Surgery
Dr. Karim Fathy	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Mahgoub	General Surgery	Assistant Professor	General Surgery
Dr. Abdelfattah Hassan	General Surgery	Assistant Professor	General Surgery
Dr. Ahmed Khaled	General Surgery	Assistant Professor	General Surgery
Dr. Mohamed Tharwat	General Surgery	Assistant Professor	General Surgery
Dr. Mohamed Bayoumi	General Surgery	Assistant Professor	General Surgery
Dr. Mohamed Abuzeid	General Surgery	Assistant Professor	General Surgery
Dr. Abdelbaset Mohamed	General Surgery	Assistant Professor	General Surgery
Dr. Abdelrahman Nawar	General Surgery	Assistant Professor	General Surgery
Dr. Amira Fouad	General Surgery	Assistant Professor	General Surgery
Dr. Nelly Raafat	Psychiatry	Professor	General Surgery
Dr. Amany Elshabrawy	Psychiatry	Professor	General Surgery
Dr. Amira Youssef	Psychiatry	Professor	General Surgery
Dr. Rehab Saeed	Psychiatry	Professor	General Surgery
Dr. Hayam Elgohary	Psychiatry	Professor	General Surgery
Dr. Dina Seleem	Psychiatry	Professor	General Surgery
Dr. Heba Ahmed	Psychiatry	Associate Professor	General Surgery
Dr. Eman Ahmed Elsayed	Psychiatry	Associate Professor	General Surgery
Dr. Lamis Ibrahim	Psychiatry	Associate Professor	General Surgery
Dr. Aya Ibrahim	Psychiatry	Assistant Professor	General Surgery
Dr. Azza Abdelazeem	Psychiatry	Assistant Professor	General Surgery
Dr. Nada Elbaz	Psychiatry	Assistant Professor	Psychiatry
Dr. Alaa Ashraf	Psychiatry	Assistant Professor	Psychiatry
Dr. Eman Tarek	Psychiatry	Assistant Professor	Psychiatry
Dr. Faten Khaled	Psychiatry	Assistant Professor	Psychiatry
Dr. Yara Hossam	Psychiatry	Assistant Professor	Psychiatry
Dr. Rana Badran	Psychiatry	Resident	Psychiatry
Dr. Yara Ahmed	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Sara Waheed	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Doaa mohamady	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Samah AbdelAal	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Donia Saadoun	Community Medicine	Assistant Professor	Community Medicine

Dr. Shimaa Alaa	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Hadeer Mohsen	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Arwa sallam	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Shimaa Alaa	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Rewaa Maged	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Yasmine Mourad	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Omnia Radwan	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Marina Farid	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Noha Hesham	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Dina Gaber	Community Medicine	Assistant Professor	Community Medicine
Dr. Amira Ibraheem	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Dina Fikry	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Marina Farid	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Enjy Esmat	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Heba Magdy	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Mona Zaitoun	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Noha Hesham	Community Medicine	Assistant Professor	Community Medicine
Dr. Yasmin Essam	Community Medicine	Assistant Professor	Community Medicine
Dr. Soad	Community Medicine	Assistant Professor Assistant Lecturer	Community Medicine
Dr. Nesma Abd Allah	Community Medicine	Assistant Lecturer	Community Medicine
Dr. Lamyaa Nasr	Community Medicine	Assistant Lecturer	Community Medicine
	Community Medicine	Assistant Professor	Community Medicine
	Community Medicine	Assistant Lecturer	Community Medicine
	Community Medicine	Assistant Lecturer	Community Medicine
	Community Medicine		Community Medicine
Dr. Mona Hamed	Community Medicine	Associate Professor	Community Medicine
Dr. Mona Samir	Community Medicine	Associate Professor	Community Medicine
Dr. Lamiaa lotfy	Community Medicine	Associate Professor	Community Medicine
Dr. Hanaa Nofal	Community Medicine	Associate Professor	Community Medicine

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)**
	67	**27**		**4**	

Student Assessment Methods that have been Implemented

Method of Assessment *	Date	Marks	Type and number of questions	Measured Module Learning Outcomes (Mention the text)
Quiz	**1/12/2026**	**25**	**25 SBA**	**1.** Assess the nutritional status of groups and communities. **2.** Demonstrate collaboration with Health team members for decision making effective patient Management in learning & virtual clinical contexts in common diseases affecting the systems **.** **3.** Practice effective leadership skills and variable methods of written communication in learning & virtual clinical contexts for common nutritional disorders. **4.** Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. **5.** Document group communications in learning & virtual clinical contexts in common health problems systems in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements. **6.** Engage effectively in collaborative learning activities to continuously improve personal practice and contribute to collective improvements in practice..
Final Written	**3/5/2026**	**50**	**Structured 8 Essay Questions (SEQ) + 25 Single Best Answer**	1. Counsel mothers/families regarding breast feeding, artificial feeding and weaning 2. Perform clinical and laboratory evaluation of patients with nutritional disorders

				3. Assess the nutritional status of groups and communities 4. Identify the principles of nutritional planning for common health problems relevant to core clinical cases 5. Outline the management of weight loss 6. Integrate the knowledge about socio-cultural nutritional believes of patients and communities during education and counselling. 7. Define common eating disorders, and their risk factors and management plans 8. Describe the principles of nutritional support for critically ill patient (enteral and parenteral feeding) 9. Provide health education program for promoting nutritional health in the community. 10. Determine the epidemiology of common nutritional disorders relevant to core clinical cases 11. Explain the basics of normal nutrition and energy balance and their variations in vulnerable groups. 12. Describe breast and artificial feeding and methods of weaning 13. Identify obesity as a major nutritional health problem 14. Identify principles of food sanitation 15. Maintain academic professional behaviours in all teaching and learning session and activities 16. Exhibit an understating of professional standards presented in variable learning & virtual clinical contexts considering the national code of ethics. 17. Evaluate situations of conflict of interest in variable learning & virtual clinical contexts for common nutritional disorders 18. Demonstrate collaboration with health team members for decision making for effective patient management in learning & virtual clinical contexts in common nutritional disorders. 19. Practice effective leadership skills and variable methods of written communication in learning &virtual clinical contexts for common nutritional disorders 20. Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 21. Document group communications in learning & virtual clinical contexts in common health problems of vulnerable populations in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.

				22. Engage effectively in collaborative learning activities to continuously improve personal practice and contribute to collective improvements in practice 23. Apply academic writing and ethical principles for preparing a review article about common health problems associated with nutritional disorders either individually or among a team. 24. Present the findings of relevant research and scholarly inquiry in learning & virtual clinical contexts.

OSPE	**3/7/2026**	**38**	**7 case Scenario-based short answer questions**	25. Counsel mothers/families regarding breast feeding, artificial feeding and weaning 26. Perform clinical and laboratory evaluation of patients with nutritional disorders 27. Assess the nutritional status of groups and communities 28. Identify the principles of nutritional planning for common health problems relevant to core clinical cases 29. Outline the management of weight loss 30. Integrate the knowledge about socio-cultural nutritional believes of patients and communities during education and counselling. 31. Define common eating disorders, and their risk factors and management plans 32. Describe the principles of nutritional support for critically ill patient (enteral and parenteral feeding) 33. Provide health education program for promoting nutritional health in the community. 34. Determine the epidemiology of common nutritional disorders relevant to core clinical cases 35. Explain the basics of normal nutrition and energy balance and their variations in vulnerable groups. 36. Describe breast and artificial feeding and methods of weaning 37. Identify obesity as a major nutritional health problem 38. Identify principles of food sanitation 39. Maintain academic professional behaviours in all teaching and learning session and activities 40. Exhibit an understating of professional standards presented in variable learning & virtual clinical contexts considering the national code of ethics. 41. Evaluate situations of conflict of interest in variable learning & virtual clinical contexts for common nutritional disorders 42. Demonstrate collaboration with health team members for decision making for effective

				patient management in learning & virtual clinical contexts in common nutritional disorders. 43. Practice effective leadership skills and variable methods of written communication in learning &virtual clinical contexts for common nutritional disorders 44. Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. 45. Document group communications in learning & virtual clinical contexts in common health problems of vulnerable populations in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements. 46. Engage effectively in collaborative learning activities to continuously improve personal practice and contribute to collective improvements in practice 47. Apply academic writing and ethical principles for preparing a review article about common health problems associated with nutritional disorders either individually or among a team. 48. Present the findings of relevant research and scholarly inquiry in learning & virtual clinical contexts.
TBL	**12/29/2025**	**12 درجة**	**Individual Readiness Assurance Test (iRAT) 6 SBA Questions** **Team Application case Scenario-Based 6 SBA Questions**	**1.** Assess the nutritional status of groups and communities. **2.** Demonstrate collaboration with Health team members for decision making effective patient Management in learning & virtual clinical contexts in common diseases affecting the systems **.** **3.** Practice effective leadership skills and variable methods of written communication in learning & virtual clinical contexts for common nutritional disorders. **4.** Evaluate his/her performance in the light of multidirectional feedback in the various learning contexts. **5.** Document group communications in learning & virtual clinical contexts in common health problems systems in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements. **6.** Engage effectively in collaborative learning activities to continuously improve personal practice and contribute to collective improvements in practice..

*** 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: 117**
Number of students (who completed the module/ sat for the exam):	**110 طالب**
Number of students who did not attend the final written exam (absent, deprived - withdrawn):	**Number of students who did not attend the final exam: 7 students** • **Absent: 4** • **Deprived (attendance): 3**
Total number of students who passed the exams successfully:	• **عدد اللي دخلوا الامتحان: 110** • **عدد اللي نجحوا: 95**
Percentage of success (out of the total number of students who sat for the final exam)	$Success\ Rate = \frac{Number\ of\ Passed\ Students}{Number\ of\ Students\ Who\ Sat\ for\ Exam} \times 100$

Grade Distribution					
Grade	**مقبول**	**جيد**	**جيد جدا**	**امتياز**	**راسب**
Number of students					
Percentage					
Total number of students who failed the exams:					**15طالب**
Percentage of failure (for the total number of students who took the final exam)					**هو عكس نسبة النجاح.** $Failure\ Rate = \frac{Number\ of\ Failed\ Students}{Number\ of\ Students\ Who\ Sat\ for\ Final\ Exam} \times 100$

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:

3. Student Feedback

Item	Comment
Means of Evaluation	Student Course Evaluation Questionnaire (covering scientific content, teaching and learning methods, learning resources, assessment methods, examinations, and learning environment).
Timing of Evaluation	At the end of the course (Academic Year 2025–2026).
Number of students who participated in the course evaluation	255 students.
Percentage of participants to the total number	**14.2%** (255 out of 1800 students).
Important points of satisfaction	• Excellent organization of course content. • Clear learning objectives. • Good learning resources. • Useful practical examples • Supportive teaching staff. • Interactive teaching methods. • Well-structured assessments. • Overall satisfaction rate: **83.6%**.
Important points of dissatisfaction	• Need for more revision sessions. • Improve feedback timing. • More case discussions. • Need for additional practical sessions.

No.	Points that Need Development or Improvement	Corrective / Improvement Actions	Method of Implementation	Responsible	Notes

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

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

1	Limited opportunities for clinical case discussion	Increase casebased learning activities	Incorporate additional clinical nutrition cases into lectures and tutorials	Module Coordinator and Teaching Staff	To strengthen clinical reasoning skills
2	Insufficient revision opportunities	Organize structured revision sessions before examinations	Schedule revision classes and questionanswer sessions	Module Coordinator	Prior to final assessment
3	Need for improved feedback to students	Enhance formative assessment and feedback mechanisms	Provide timely written and verbal feedback after quizzes and assignments	Teaching Staff	Continuous throughout the semester
4	Need to strengthen selfdirected learning skills	Expand selflearning activities	Develop guided selflearning assignments and online learning materials	Module Coordinator and Teaching Staff	To support lifelong learning

Name and Signature

Module Coordinator

Name and Signature

Head of the department council