



جامعة سوهاج  
كلية الطب البشري



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**Sohag Faculty of Medicine**

# **Undergraduate Learning Program Book**

**2013/2014**

**Undergraduate Program & Courses Specifications****PROGRAM SPECIFICATIONS  
of UNDERGRADUTE STUDENTS.****Sohag University****Faculty of Medicine**1- **Program title:** MBBCh2- **Program type:** Single3- **Departments:** (Major= 16 + Minor= 3)

**Major:** Human Anatomy & Embryology - Medical Physiology - Medical Biochemistry - Histology and Cell Biology - Clinical Pharmacology - Pathology- Medical Microbiology and Immunology - Medical Parasitology- Community Medicine and Public Health - Ophthalmology- Otorhinolaryngology - Forensic medicine and medical toxicology- Internal Medicine- Pediatrics- General Surgery- and Obstetrics & Gynecology.

**Minor:** English- Human rights & Medical ethics- and ICDL

4- **Coordinator:** Professor Dr. Mohamad Tharwat Mahmoud; Vice-dean for students affairs.5- **External evaluator:**

- Prof. Mohsen Hassan, his selection was approved by the faculty council decree (5198), in its session No. (154), dated 11/6/2007.
- Prof. Ahmad Mansour, his selection was approved the faculty council decree (7129), in its session No. (182), dated 14/9/2009.
- Prof. Ahmad Maklouf , September, 2010, his selection was by the Project Management Unit during CIQAAP implementation, and his evaluation report was received on 5/1/2011.
- Prof. Bedair Aliel-deen Al-baz, his selection was approved by the faculty council decree (9017), in its session No. (218), dated 21/11/2011.

6- **Academic year:** 2013/20147- **Last date of Program specifications approval:** Faculty council decree (272), in its session No. (254), dated 17/3/2014.**B- Professional Information:****1- Program aims:**

Our aim is to graduate competent physicians capable of practicing medicine at a basic level determined by the National Academic Reference Standards (NARS), following the medical ethics, leading subordinates, having the ability to engage in further training in any branch of medicine and to conduct medical researches through providing:

- Basic scientific knowledge essential for safe medical practice.
- Basic skills necessary for proper diagnosis and management of patients including diagnostic, problem solving and decision making skills.
- Vertical and horizontal integration in teaching and learning overlapped subjects.
- Sound ethical and professional principles necessary for establishment of good communication with patients and colleagues.
- Active participation in community needs assessment and problem identification.
- Learning abilities necessary for continuous professional development.
- Research interest and abilities as related to medical practice.

**Undergraduate Program & Courses Specifications****2- Intended learning outcomes (ILOs):****a) Knowledge and understanding:**

**By the end of the program the student should be able to:**

- a1. Describe the normal structure and function of the human body and mind at the molecular, biochemical, cellular, organ / organ system.
- a2. Describe the normal growth and development of the human body and mind.
- a3. Describe the normal and abnormal human behaviors.
- a4. Identify the risk factors and organisms causing diseases, met with in common practice.
- a5. Recognize the altered development, growth, structure and function of the body and mind that occur as a result of common diseases likely to be met-with a newly qualified doctor.
- a6. Outline the basic issues for health promotion and prevention of disease and disability.
- a7. Describe the principles of epidemiology and the epidemiological methods and biostatistics used for assessment of disease, as well as the efficacy of some preventive and control strategies.
- a8. Describe the clinical manifestations and differential diagnosis of common diseases (including infectious diseases including causes and management) and manage poisoning conditions.
- a9. Recognize the scientific basis and interpretation of various diagnostic modalities for establishing diagnosis of some diseases.
- a10. Recall the indications, the relative advantages and disadvantages of various therapeutic modalities.
- a11. Define the principles of genetics, the important role of genetics in disease predisposition and the importance of genetic counselling.
- a12. Identify the principles that govern ethical decision making in clinical practice.
- a13. Express English language as needed for learning.
- a14. Identify basic computer science needed to support literature retrieval and learning.
- a15. Define the Egyptian health care system.
- a16. Recognize the basic principles of formulating specific clinical sheets and the art of utilizing sources of information
- a17. Recognize the life threatening conditions & how to manage
- a18. Recognize the importance of life-long self-learning required for continuous professional development.
- a19. Identify the scope and impact of human rights law on persons and groups.
- a20. Recognize methods for pain relief to ameliorate patients' sufferings.
- a21. Recognize normal pregnancy and antenatal care.
- a22. Recognize normal labour and abnormal situations.
- a23. Recognize Family planning methods.
- a24. Recognize at least 80% of surgical problems which can be met by the family physician doctors in their daily activities.
- a25. Demonstrate how to diagnose signs of death, postmortem changes and postmortem decomposition.

**b- Intellectual skills:**

**Undergraduate Program & Courses Specifications****By the end of this Program the student should be able to:**

- b1. Formulate specific clinical sheets suitable for specific clinical situations to deal with common types of clinical problems that could be met with in clinical practice.
- b2. Utilize other sources of information in addition to the patient interview to augment the medical history. Such sources include family or friends, medical records and other health care professionals.
- b3. Interpret patient symptoms and physical findings in terms of their anatomic, pathologic and functional diagnostic significances.
- b4. Generate a list of initial diagnostic hypotheses (differential diagnosis) for each problem.
- b5. Select the most appropriate and cost effective diagnostic procedures for each problem.
- b6. Interpret the results of commonly used diagnostic procedures in laboratory and radiological.
- b7. Use the results of all tests ordered to modify the problem list and the differential diagnosis accordingly.
- b8. Combine the clinical and investigational database to be proficient in clinical problem solving.
- b9. Design rational therapeutic strategies for both acute and chronic conditions with monitoring their effectiveness.
- b10. Anticipate, assess, and advise on management of occupational and environmental health hazards in various settings.
- b11. Use evidence based medicine in management decisions.
- b12. Activate and mobilize the community toward improved health outcomes.

**c- Professional and Practical skills:****By the end of this Program the student should be able to:**

- c1. Demonstrate the normal anatomy of the body and of each of its major organs of systems, grossly and microscopically.
- c2. Perform tests showing the biochemical, cellular and serological changes associated with some major diseases.
- c3. Demonstrate the macroscopic and microscopic criteria of the altered structures and functions of the body and its major organ systems that are seen in various diseases and conditions.
- c4. Macroscopic and microscopic identification of micro-organisms and the infective and diagnostic stages of parasites, vectors and intermediate hosts as causatives of human morbidity and mortality.
- c5. Obtain a complete or a focused history taking.
- c6. Perform proper physical and mental status examination and identify normal and major abnormal physical signs for a patient (adult or child).
- c7. Identify the appropriate supportive investigations relevant to a particular patient and adequately interpret the results.
- c8. Manage life-threatening and serious conditions with instituting appropriate initial therapy
- c9. Manage patients with acute and chronic conditions.
- c10. Get updated information about and demonstrations on modern diagnostic tools within the specialty.
- c11. Recognize the indications for consulting higher levels or reference to other disciplines
- c12. Enumerate some of the drugs and instructions used for treatment of each case.
- c13. Identify and write standard medical report about a case of poisoning.
- c14. Apply the principles of disease surveillance and screening, communicable disease control, health promotion and health needs assessment.

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- c15. Perform routine technical procedures; diagnostic and therapeutic (including life support).
- c16. Counsel clients about family planning methods
- c17. Establish a basic skill of the candidates to deal safely with the common surgical disorders.
- c18. Measure disease risk factors and diagnose an epidemic.

**House Officers should be able, under appropriate supervision, to:**

- c19. Ensure confidentiality and privacy of patients' information.
- c20. Treat all patients equally, and avoid stigmatizing any category regardless of beliefs, culture, and behaviors.
- c21. Demonstrate respect and work cooperatively with other health care professions for effective patient management.
- c22. Be willing to share in all types of inter-professional activities including collaborative and shared learning
- c23. Ensure the cost effectiveness of health care management.
- c24. Notify/report about any physical or mental conditions related to himself, colleagues or any other person that might jeopardize patients safety.

**d. General and Transferable skills:****By the end of this Program the student should be able to:**

- d1. Demonstrate human respect to all patients irrespective of their socioeconomic levels, culture or religious beliefs using appropriate language to establish a good patient-physician relationship.
- d2. Performing good communication with the patient and/or the patients relatives for explanation of the nature of illness, the diagnostic plan, the treatment options and the possible complications in such a way that is easily understood to provide appropriate basic health education.
- d3. Work effectively as a member or a leader of an interdisciplinary team and respect the role and the contributions of other health care professionals regardless their degrees or rank (top management, subordinate or colleague).
- d4. Use the sources of biomedical information to remain current with advances in knowledge and practice.
- d5. Identify alternatives in difficult ethical choices to formulate action considering ethical complexity.
- d6. Respect the patient's dignity, privacy and information confidentiality with the delivering of care after penitent's consent.
- d7. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.
- d8. Define the Egyptian healthcare system and its services to be utilized in providing high quality patient and community care.
- d9. Describe the health status of the community he / she is serving to assess its major health needs and problems (Organize, analyze and manage data, including graphic and tabular presentations).
- d10. Participate in health promotion and disease prevention for patients and the community.
- d11. Works within limits of knowledge and experience
- d12. Participate in the medical progress by having the basis of medical research studies.
- d13. Analyze and Interpret data precisely.

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- d14. Can use digital technology in solving problems and obtaining professional information  
 d15. Present orally report in accordance with the standard scientific guidelines in seminars or group meetings, discuss results, and defend his /her ideas with staff members.

#### House Officers should be able to:

- d16. Use Evidence Based Medicine in management decisions.  
 d17. Effectively manage time and resources and set priorities.  
 d18. Work efficiently within the health care team and as an  
 d19. effective team leader.  
 d20. Solve problems related to patients, work management, and among colleagues.  
 d21. Cope with a changing work environment.  
 d22. Apply safety and infection control measures during practice.  
 d23. Evaluate their work and that of others using constructive feedback.

### 3- Academic Standards:

#### 3a- External references for standards (Benchmarks)

National academic reference standards (NARS) provided by the national authority for quality assurance and accreditation of education (NAQAAE) for undergraduate program in medicine were chosen. These NARS were revised by external evaluator Prof. Ahmad Maklouf, and approved by the Faculty Council decree No.6668, in its session No.175 Dated: 16/3/2009. The adoption of NARS was approved by University council degree No 587, in its session No.60. Dated 26-12-2011.

#### 3b- Comparison of provision to external references

The ILOs of the Faculty Program cover all areas of the chosen academic standards (NARS):

##### ◆ **The aims:**

There are similarities (complete matching) between the aims of Sohag faculty of Medicine Program (MBBCh) and NARS.

##### ◆ **The Intended Learning Outcomes (ILOs.):**

- **The knowledge:** By the end of this MBBCh program the student will gain knowledge that covers fields offered by NARS.
- **The skills:** All skills in NARS are achieved in this MBBCh program.

### 4- Curriculum structure and contents:

**4.1. Program duration:** 6 academic years (3 years of preclinical courses and 3 years of clinical courses) followed by one year clinical training as house officers.

#### **4.2. Program structure: ( total: 4910 h)**

4.1.1 **Number of hours per week:** Lectures: 75    Lab.: 47 clinical: 138  
 Total: 260

4.1.2 **No. of hours: Compulsory:** 4910    Elective: None    Optional: None

4.1.3 **No. of hours of preclinical courses:** No. 1980    % 40.33

4.1.4 **No. of hours of courses of humanities:** No. 60    % 1.22

4.1.5 **No. of hours of specialized courses:** No. None    % None

4.1.6 **No. of hours of other courses:**

- Clinical sciences    No. 996+124+1620= 2840 = 57.84 %

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- English language No. 30 0.61 %

4.1.7 **Practical/Field Training:** Two weeks at the end of the 4th year (48 hrs)  
0.9%

4.1.8 **Program Levels (in credit-hours system):** Not applicable.

<b>Subject</b>	<b>Lectures h/week (total hours)</b>	<b>Practical h/week (total hours)</b>	<b>Clinical h/week (total hours)</b>	<b>Total Marks</b>
<b>Basic Sciences:</b>				
Human Anatomy & Embryology				
1 <sup>st</sup> year	4 h/w(120)	4 h/w(120)	---	250
2 <sup>nd</sup> year	4 h/w(120)	4 h/w(120)	---	250
Medical Physiology				
1 <sup>st</sup> year	5 h/w(150)	2 h/w(60)	---	250
2 <sup>nd</sup> year	5 h/w(150)	2 h/w(60)	---	250
Histology & cell biology				
1 <sup>st</sup> year	2 h/w(60)	2 h/w(60)	---	150
2 <sup>nd</sup> year	2 h/w(60)	2 h/w(60)	---	150
Medical Biochemistry				
1 <sup>st</sup> year	3 h/w(75)	2 h/w(60)	---	150
2 <sup>nd</sup> year	3 h/w(75)	2 h/w(60)	---	150
Pathology	4h/w(120)	4 h/w(120)	---	300
Clinical Pharmacology	4 h/w(120)	2 h/w(60)	---	300
Medical Parasitology	2 h/w(60)	2 h/w(60)	---	150
Medical Microbiology & Immunology	3 h/w(90)	2 h/w(60)	---	200
<b>Total</b>	<b>41 h/w (1200)</b>	<b>30h/w (900)</b>	<b>71 h/w (2100)</b>	
<b>Social sciences and Humanities</b>				
Ethics & human rights Human Rights	1 h/w (30)	---	---	50
<b>Total</b>	<b>1 h/week(30)</b>		---	
<b>Language and Computer sciences</b>				
English Language	1 h/w (30)	---	---	---
ICDL	---	---	---	---
<b>Total</b>	<b>1 h/w (60)</b>			
<b>Clinical sciences</b>				

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Forensic medicine & Clinical Toxicology	2.5 h/w (80)	2 h/w (64)	18 h/w for 2 w/year (36 hs)	200
Public Health & Community medicine	4 h/w (128)	2h/w (64)	2 weeks field training	300
Ophthalmology	2.5 h/w (80)	---	18 h/w For 8 weeks (144)	250
Oto-Rhino-Laryngeology (E.N.T.)	2 h/w (64)	---	18 h/w For 4 weeks (72)	200
Pediatrics	3 h/w (108)	---	18 h/w for 12 weeks (216)	500
Internal medicine	6 h/w (216)	---	18h/w for 24 weeks (432 hs)	900
Obstetrics & Gynecology	3 h/w (108)	---	18 h/w for 12 weeks (216)	500
General surgery	6 h/w (216)	---	18h/w for 24 weeks (432)	900
<b>Total h/w for clinical sciences</b>	<b>29 h/week (1000)</b>	<b>4 h/w (128)</b>	<b>144 h/w+2 weeks (48 h) (1482)</b>	<b>---</b>
<b>Total hours/week</b>	<b>41+1+1+29 = 72 h/week</b>	<b>30+4 = 34 h/week</b>	<b>138 h/week</b>	<b>---</b>
<b>Total hours of the whole Program = 4910 hours</b>	<b>2840 hours 1150+996+90 = 2236 (lectures)</b>	<b>830+124=954 hours</b>	<b>1620 hours</b>	<b>---</b>

**Curriculum structure and contents:**

**4.3. Program duration:** 6 academic years (3 years of preclinical courses and 3 years of clinical courses) followed by one year clinical training as house officers.

**4.4. Program structure: ( total: 4910h)**

**Number of hours per week:** Lectures: 75    Lab.: 47 clinical: 138

**5- Program Courses**

- All courses are compulsory, no elective or optional.
- New bylaws: years 1, 2, 3, 4 and 5 Old bylaws: year 6.

**5.1. Level/Year of program: (1) Semester: (Not applicable)**

Code No.	Course title	Total No. of hours	No. of hours / week		Program ILO Covered
			Lect.	Lab.	
ANAT 100 (NAT110, ANAT120, ANAT130, ANAT140, ANAT150)	Human Anatomy & Embryology	240	120 h (4hrs/week)	120 (4hrs/week)	a1, a2 , a10, b3, b6 , c1 d1, d3, d7
PHYS 100 (PHYS110, PHYS120,	Medical Physiology	210	150 <sup>▲</sup> (5hrs/week)	60 (2hrs/week)	a1, a2, b3,c10, d3,d4

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PHYS130, PHYS140, PHYS150, PHYS160)					
HIST 100	Histology &Cell Biology	120	60 (2hrs/week)	60 (2hrs/week)	a1,a2, a10, b3, c1, c2,c10, d3
BIOC 100	Medical Biochemistry	135	75 (3hrs/week)	60 (2hrs/week)	a1,a2, a5, b6, c2,c10 d3,d4
ENG 100	English Language	30	30 (1hrs/week)	--	a13
ICDL 100	ICDL	No definite requested time, the certificate is only needed			a14, c10, d4 , d14

**5.2. Level/Year of Program: (2)**

Code No.	Course title	Total No. of hours	No. of hours / week		Program ILO Covered
			Lect.	Lab.	
ANAT 200 (ANAT210 , ANAT220, ANAT230 , ANAT240)	Human Anatomy & Embryology	240	120 (4h/week)	120 (6h/week)	a1, a2 , a11, b3, b6 , c1, d1, d3, d7
PHYS 200 (PHYS210, PHYS220, PHYS230, PHYS240, PHYS250, PHYS260)	Medical Physiology	210	150 <sup>▲</sup> (5h/week)	60 (2h/week)	a1, a2,a3, b3, c10, d3,d4
HIST200	Histology & Cell Biology	120	60 (2h/week)	60 (2h/week)	a1,a2, a11, b3, c1,c2,c10, d3
BIOC200	Medical Biochemistry	135	75 (3h/week)	60 (2h/week)	a1,a2, a5, b6, c2,c10, d3,d4
MEHR200 (MEHR210, MEHR220)	Medical Ethics &Human rights	15+15	15 +15 (1h/week)		a3, a12, a19, c11, d1, d5, d7, d10.

**5.3.Level/Year of program: (3)**

Code No.	Course title	Total no. of hours	No. of hours / week		Program ILO,s Covered
			Lect.	Lab.	
PATH300 (PAT310, PAT320)	Pathology	240	120 (4h/week)	120 (4h/week)	a4, a5, a11,a18 b3,b6, c2,c3,

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					d4
PHAR300	Clinical Pharmacology	180	120 (4h/week)	60 (2h/week)	a6, a10, a18, a20, b9, c8, c9, c12,
MICR300(MIC310, MIC320)	Medical Microbiology & Immunology	150	90 (3h/week)	60 (3h/week)	a4, a5, a18, c2, c4, c12, d3,d4, d15
PARA300	Medical Parasitology	120	60 (2h/week)	60 (2h/week)	a4 ,a5, b4, b5,b6, c4, d3,d4

**5.4. Level/Year of program(4)**

Code No.	Course title	Total No. of hours	No. of hours / week		Field	Program ILO,s Covered
			Lect.	Round (pract.+ clinical)		
CMED 400 (CMED 410, CMED 420, CMED 430, CMED 440)	Community Medicine and Public Health	192	128 h (4h/week)	64 h (12h/week) for 5 weeks	2 weeks / year (48h)	a4, a6, a7, a15,a18, b2, b4,b10, b12, c14,c18, d2,d3,d4, d8, d9, d10, d12
FMCT 400 (FMCT 410, FMCT 420)	Forensic medicine & Clinical Toxicology	124	80 h (2.5 h/week)	64 h (2h/wk)	18h/w for 2w. (36h)	a4,a8,a11, a17, a18,a25, b2,b3, b4, b6,b9, c2, c3, c5, c6, c8, c9, c11, c12, d1,d2, d5, d6, d7
OPTL 400	Ophthalmology	224	80 h (2 ½ h/week)	144 h (18 h/wk) for 8 weeks		a4, a5, a7, a9, a10, a16, a17,a20, b1, b2, b3,b5, b6, b7, b8, b9, b11, c5, c6, c7, c8,c9, c10, c11, c6, c12, d1,d2, d5, d6, d7, d13, d14, d15
ENT 400	Oto-Rhino-Laryngeology (E.N.T.)	136	64 h (2 ½ h/week)	72 h (18h/wk) for 4 weeks		a4, a5, a8, a9, a10, a16, a17,a20, b1, b2, b3,b5, b6, b7, b8, b9, b11, c5, c6, c7, c8,c9, c10,

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						c11, c12, c6, d1,d2, d5, d6, d7, d13, d14, d15
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**5.5.Level/Year of program: (5)**

Code No.	Course title	Total No. of hours	No. of hours / week		Program ILO's Covered
			Lect.	Pr.	
IMED500 (IMED510, IMED520, IMED530, IMED540, IMED550, IMED560, IMED570, IMED580, IMED590, IMED591, IMED592, IMED593, IMED594)	Internal medicine	648	216h 6h/w	432 h (18h/w) for 24 weeks)	a3, a4, a5, a8, a9, a10, a16, a17,a18, a20, b1, b2, b3, b4, b5, b6, b7, b8, b9, b11, c5, c6, c7, c8,c9, c10, c11, c6, c12, c15, d1,d2, d3, d4, d5, d6, d7,d11, d13, d14, d15
PEDI500	Pediatrics	324	108 3h/w	216 (18h/w) for 12 weeks	a3, a4, a5, a8, a9, a10, a16, a17,a18, a20, b1, b2, b3,b4, b5, b6, b7, b8, b9, b11, c5, c6, c7, c8,c9, c10, c11, c12, c15, d1,d2, d5, d6, d7,d11, d13, d14, d15

**5.6.Level/Year of program: (6)**

Code No.	Course title	Total No. of hours	No. of hours / week		Program ILO Covered
			Lect.	Pr.	
SURG 600 (SUR610, SURG620, SUR630, SUR640, SUR650, SUR660, SUR670, SUR680)	General surgery	648	216 6h/w	432 (18 h/w) for 24 weeks	a3, a4, a7, a8, a9, a15, a16,a17, a19, a23, b1, b2, b3, b4, b5, b6, b7, b8, b9, b11, c5, c6, c7, c8,c9, c10, c11, c6, c12, c15, c17, d1,d2, d3, d4, d5, d6, d7,d11, d13, d14, d15
OBGY 600 (OBGY610,OBGY620, OBGY630)	Obstetrics and Gynecology	324	108 h  3h/w	216  (18h/w) for 12w	a3, a4, a7, a8, a9, a15, a16,a17, a19, a20, a21, a22, b1, b2, b3, b4, b5, b6, b7, b8, b9, b11, c5, c6, c7, c8,c9, c10, c11, c6, c12, c15, c16, d1,d2, d3, d4, d5, d6, d7,d11, d13, d14, d15

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## 5.7.Learning Strategy &amp; Teaching Methods:

Course Name	Learning Strategies														
	Self-learning	Cooperative Learning	Lecture	Discussion	Field Training	case study	Problem Solving	Brainstorming	Role-playing	Simulation models	Projects	Discovery	Presentations	Learning cycle	Practical study
Human Anatomy & Embryology	√	√	√	√		√				√			√		√
Histology & Cell Biology	√	√	√	√		√							√		√
Medical Physiology	√	√	√	√		√							√		√
Medical Biochemistry	√	√	√	√		√							√		√
English Language			√										√		
ICDL	√	√	√	√									√		√
Human Anatomy & Embryology	√	√	√	√		√				√			√		√
Histology & Cell Biology	√	√	√	√		√							√		√
Medical Physiology	√	√	√	√		√							√		√
Medical Biochemistry	√	√	√	√		√							√		√
Behavioral Science, Ethics & human rights			√	√		√							√		
Pathology	√	√	√	√		√							√		√
Clinical Pharmacology	√	√	√	√		√							√		√
Medical Microbiology & Immunology	√	√	√	√		√							√		√
Medical Parasitology	√	√	√	√		√							√		√
Public Health & Community medicine	√	√	√	√	√	√					√		√		
Forensic medicine & Clinical Toxicology	√	√	√	√	√	√							√		√
Ophthalmology	√	√	√	√		√	√	√	√	√			√	√	
Oto-Rhino-Laryngeology (E.N.T.)	√	√	√	√		√	√	√	√	√			√	√	
Internal medicine	√	√	√	√		√	√	√	√	√			√	√	
Pediatrics	√	√	√	√		√	√	√	√	√			√	√	
General surgery	√	√	√	√		√	√	√	√	√			√	√	
Obstetrics and Gynecology	√	√	√	√		√	√	√	√	√	√		√	√	

6- Program admission requirements

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Registration to the faculty of Medicine requires the student to have the General Egyptian Secondary Education Certificate or equivalent certificates or degrees- approved by the Egyptian ministry of higher education with qualifying grades according to the guidelines put annually by the Ministry of higher education.

**7- Regulations for progression and Program completion****First Year/Level/Semester**

- Duration: 30 weeks
- Two sets of exams: 1<sup>st</sup> in May — 2<sup>nd</sup> in September for students who failed to pass any course.
- Midyear exams are set according to internal regulations set by the Faculty and the departments. Midyear exams do not include English.
- Criteria to progress to the next year are passing exams in at least 2 medical courses.
- Chances for registration after failure: 2 years
- Withdrawal or transferral of students to another faculty after 2 years failure

**Second Year/Level/Semester**

- Duration: 30 weeks
- Two sets of exams: 1<sup>st</sup> in May — 2<sup>nd</sup> in September for students who failed to pass any course.
- Midyear exams are set according to internal regulations set by the Faculty and departments.
- Midyear exams do not include Medical ethics and human rights.
- Criteria to progress to the next year are passing exams in all medical courses of the 1<sup>st</sup> and 2<sup>nd</sup> years.
- Chance for registration: 2 years and external registration for 1 years.
- Withdrawal or transferral of students to another faculty after 3 years failure.

**Third Year/Level/Semester**

- Duration: 30 weeks
- Two sets of exams: 1<sup>st</sup> in May — 2<sup>nd</sup> in September for students who failed to pass any course.
- Midyear exams are set according to internal regulations set by the Faculty and the departments.
- Criteria to progress to the next year are passing exams in all medical courses as well as well as non medical subjects.
- Chance for registration: 2 years & the third year is an external registration

**Fourth Year/ Level/Semester**

- Duration: 32 weeks
- Two sets of exams: 1<sup>st</sup> in June — 2<sup>nd</sup> in September for students who failed to pass any course.
- Midyear assessments include end-round exams and others, are set according to internal regulations set by the faculty and the departments.
- Criteria to progress to the next year: according to the last modification of the current by law by the ministerial decree No. (4484), dated 14/11/2011 (which considered the clinical years as one unit): it is not mandatory to pass exams in all medical courses studied.
- Chance for registration: 2 years & the third year is an external registration.

**Fifth Year/Level/Semester**

- Duration: 32 weeks

**Undergraduate Program & Courses Specifications**

- Two sets of exams: 1<sup>st</sup> in July — 2<sup>nd</sup> in September for students who failed to pass any course.
- Midyear exams are set according to internal regulations put by the faculty.
- The fifth year is an extension for the fourth year old by law.
- Criteria to progress to the next year: according to the last modification of the current by law by the ministerial decree No. (4484), dated 14/11/2011 (which considered the clinical years as one unit): it is not mandatory to pass exams in all medical courses studied.
- Chance for registration: 5 years.

**Sixth Year/Level/Semester**

- Duration: 36 weeks
- Two sets of exams: 1<sup>st</sup> in October — 2<sup>nd</sup> in March/April for students who failed to pass any course.
- End-Round exams or others are set according to internal regulations put by the faculty and the departments.
- The sixth year is an extension for the fourth and the fifth years according to the old by-law. The student is transferred from one year to the other regardless the results of the exam. If any one had succeeded in half courses, the registration is unlimited till success.
- According to the new by law, criteria to graduate are passing exams in all medical courses studied including ICDL and passing the military education training for Egyptian male students.
- Chance for registration: 6 years for those who couldn't pass one course. For those who pass one course, they declare their obligatory military situation (for Egyptian males only) then the registration is unlimited till success.

**8- Methods of student assessments:**

Time	Method of assessment	The assessed ILOs
Continuous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE/ OSCE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10% 3.b.OSPE/ OSCE (30%) 3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills, Practical skills - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**Undergraduate Program & Courses Specifications**

**Annex 3**

**Students', Alumni, and Stalk holder's Opinions**

**Undergraduate Program & Courses Specifications**

<b>Evaluator</b>	<b>Tool</b>	<b>Sample</b>
1- Senior students	Questionnaire	
2- Alumni	Questionnaire	
3- Stakeholders ( Employers)	Questionnaire	
4-External Evaluator (s)	Report	
5-External Examiner (s)	Report	
5- Other		

<b>PARAMETER</b>	<b>Agreement %</b>
<b>Program aims &amp; ILOs</b>	
Did the Program helped you to acquire skills needed to diagnose and manage the patients	62.5 acceptable 12.5 good
Does the current Program give you the skills needed to reach a provisional diagnoses	87.5
Are Sohag alumni motivated to increase their professional knowledge and skills	37
Does the teaching Program give the acceptable ethical behaviour	75
Does the current Program motivate the alumni for continuous medical education	87.5
Do Sohag alumni perform good communication with their patients	75 acceptable
Do Sohag alumni have computer skills needed for their work.	50
Do Sohag alumni perform team work	87.5
Can Sohag alumni react well to emergency	75
Can Sohag alumni reach a satisfactory preliminary diagnosis	87.5
Can Sohag alumni choose the proper diagnostic methods	75
Can Sohag alumni distinguish complicated cases above his own and establishment abilities	37.5
Do Sohag alumni perform community health education	37.5
Do Sohag alumni show scientific interest to widen their knowledge and study for post graduate degrees	87.5

# **Specifications of the Program Courses**

**Course  
Specifications of  
Human  
Anatomy &  
Embryology for  
1st year  
Undergraduates**

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Human Anatomy & Embryology for 1st year Undergraduates

Sohag University

Faculty of Medicine

- 1- Program(s) on which the course is given:- M.B.B.Ch
- 2- Major element of Programs
- 3- Department offering the program: the whole faculty
- 4- Department offering the course: Human Anatomy & Embryology
- 5- Academic year / Level first year medical students
- 6- Date of specification approval: 17/11/2008, 27/9/2010, 16/1/2012
- 7- Last date of specification approval: 17/3/2014.

### A. Basic Information

**Title: Human Anatomy & Embryology**    **Code:** (ANAT 100 (ANAT110, ANAT120, ANAT130, ANAT140, ANAT150).

**Hours:**

<b>Lecture</b>	4 hrs/week
<b>Practical</b>	4 hrs /week
<b>Total</b>	8hrs / week

### B. Professional Information:-

#### 1- Overall Aims of Course:

By completion of this course, the students should be able to:

- To Provide the Student with an appropriate background about normal structure and function of the body and of each of its major systems
- To enable the student to recognize different stages of the life cycle in relation to normal structure and function
- To provide the student with the knowledge and skills grossly to examine the normal anatomy of body and of each of its major organ systems.
- To provide appropriate ethical and professional education necessary for dealing with cadavers
- To enable students to correlate anatomical facts with their clinical applications

#### 2- Intended Learning Outcomes of Course (ILOs)

##### a. Knowledge and Understanding:

**By the end of the course the student should be able to**

- a1. Recognize the normal anatomy of the bones of upper limbs, thorax, abdomen and pelvis.
- a2. Illustrate the normal anatomy of the muscles of upper limbs, thorax, abdomen and pelvis.
- a3. Describe the normal anatomy of the fascia of upper limbs, thorax, abdomen and pelvis.
- a4. Trace the normal anatomy of the nerves of upper limbs, thorax, abdomen and pelvis.
- a5. Mention the significance of the normal anatomical structures of these parts in the clinical practice
- a6. Describe the normal development of the whole human body.

**Undergraduate Program & Courses Specifications**

a7. Enumerate the general human developmental anomalies.

**b. Intellectual Skills:**

**By the end of the course the student should be able to:**

- b1. Anticipate the applied anatomy of upper limbs, thorax, abdomen and pelvis in the clinical study.  
b2. Analyze the anticipated results of injury of any part of the upper limbs, thorax, abdomen and pelvis.

**c. Professional and Practical Skills:-**

**By the end of the course the student should be able to**

- b1. Demonstrate the normal anatomy of the upper limbs, thorax, abdomen and pelvis.

**d. General and Transferable Skills:-**

**By the end of the course the student should be able to**

- d1. Participate in use the sources of electronic anatomical information.  
d2. Work effectively as a member or a leader of an interdisciplinary **team**.  
d3. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.  
d4. Participate in medical anatomical research studies.  
d5. Use computers in understanding Human Anatomy & Embryology.

**3- Contents**

<b>Topic</b>	<b>No. Of hours</b>	<b>Lecture</b>	<b>Tutorial/Practical</b>
<b>Introduction to human anatomy</b>	<b>10 hours</b>	<b>10 hours</b>	----
Anatomical terms and planes		2	
Types of bones and muscles		2	
joints		2	
human body systems		4	
<b>upper limb</b>	<b>54 hours</b>	<b>24 hours</b>	<b>30hours</b>
Scapula and clavicle		1	1
Humerus		1	1
Pectoral region		1	1
Axilla- BREAST		1	1
Brachial plexus		1	1
Axillary artery		1	1
Anastomoses of axillary artery		1	1
Muscles of the back		1	
Serratus anterior and muscles of the shoulder			1
Cubital fossa		1	1
Brachial artery		1	1
Nerves of the arm		1	1
Shoulder joint		1	1
Shoulder girdle		1	1

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Radius and ulna		1	
Skeleton of the hand		1	2
Muscles of the front of the forearm		1	2
Muscles of the back of the forearm		1	2
Flexor and extensor retinacula		1	2
Radial nerve		1	1
Median and ulnar nerves			1
Radial and ulnar arteries		1	1
Muscles of the hand		1	1
Elbow and wrist joints		1	2
<b>thorax</b>	<b>54 hours</b>	<b>24 hours</b>	<b>30 hours</b>
Ribs and sternum		2	2
Intercostal muscles		1	2
Blood supply of chest wall		1	1
Intercostal nerves		1	1
Lymphatic drainage of chest wall		1	1
Pleura		1	
Right lung		1	2
Left lung		1	2
Surfaces and borders of the heart		1	2
Blood supply of the heart		2	2
Chambers of the heart		2	2
Pericardium		2	
Mediastinum			2
Big vessels in the thorax		2	2
Esophagus and trachea		2	2
Thoracic DUCT		2	1
Nerves of the thorax		1	2
<b>Abdomen &amp; pelvis</b>	<b>104 hours</b>	<b>44hours</b>	<b>60 hours</b>
Small intestine		1	1
Large intestine		1	1
Arteries of the gut		1	1
pancrease		1	1
liver		1	2
Gall bladder		1	1
kidney		1	2
ureter		1	1
Suprarenal gland		1	2
arteries&veins of posterior abdominal		1	

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wall.			
Muscles of the posterior abdominal wall		1	1
Portal system		1	2
Lumbar plexus		1	2
diaphragm		1	2
Abdominal lymph nodes			
Anterior abdominal wall		1	2
Rectus sheath		1	2
Inguinal region		1	2
scrotum		1	1
Spermatic cord		1	1
Testes		1	2
Peritoneum		1	2
Omentum		1	1
stomach		1	2
Spleen			2
<b>Pelvis</b>			
Structure of pelvis		1	2
Muscles of pelvis		1	2
Sacral plexus		1	2
Vessels of pelvis		1	2
Rectum		1	1
Urinary bladder		1	1
urethra		1	1
prostate		1	1
Vas deferens		1	1
Seminal vesicle		1	1
ovary		1	1
uterus		1	1
Uterine tubes		1	1
Vagina		1	1
Anal canal		1	1
Ischiorectal fossa		1	1
Superficial perineal pouch		1	1
Deep perineal pouch		1	1
+Perineal membrane		1	1
Vessels and nerves of perineum		1	1
<b>General embryology</b>	<b>18 hours</b>	<b>18 hours</b>	<b>---</b>
Genital organs		1	
oogenesis		1	
spermatogenesis			
Ovarian cycle		1	
Menstrual cycle			
fertilization		1	

**Undergraduate Program & Courses Specifications**

implantation		1	
Embryonic disc		1	
notochord		1	
Neural tube		1	
Intraembryonic mesoderm			
Intraembryonic celom			
Folding of embryonic disc		1	
Twins		1	
Derivatives of the germ layers		1	
Prenatal period		1	
Fetal membranes		1	
chorion			
Chorionic vesicle			
Yolk sac		1	
Amnion		1	
Placenta		1	
Congenital anomalies of placenta		1	
Umbilical cord		1	
<b>Total</b>	<b>240 hours</b>	<b>120 hours</b>	<b>120 hours</b>

**4- Teaching and Learning Methods:**

- 4.1. Self-learning through seminars and searches
- 4.2. Cooperative Learning
- 4.3. Lecture
- 4.4. Discussion
- 4.5. Case study
- 4.6. Practical sessions (on cadavers and Museum samples), supported by academic staff.
- 4.7. Simulation Models
- 4.8. Presentations

**5- Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills  -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1. Short essay: 10% 3.a.2. Structured questions: 10%	-knowledge -knowledge, intellectual skills

**Undergraduate Program & Courses Specifications**

	3.a.3. MCQs: 10%	- knowledge, intellectual skills
	3.a.4. Commentary, Problem solving 10%	-general transferable skills, intellectual skills.
	3.b. OSPE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**6- List of References**

## 6.1- Course Notes

Department books

## 6.2- Essential Books (Text Books)

- Cunningham's Manual of Practical Anatomy: (Oxford Medical Publications) by G. J. Romanes (Nov 20, 1986).
- Clinical Anatomy by Regions (Paperback), by Richard S. Snell, 8<sup>th</sup> edition, 2007.

## 6.3- Recommended Books

- Gray's text of anatomy: TWENTIETH EDITION THOROUGHLY REVISED AND RE-EDITED BY WARREN H. LEWIS ILLUSTRATED WITH 1247 ENGRAVINGS PHILADELPHIA: LEA & FEBIGER, NEW YORK: BARTLEBY.COM.
- Last's Anatomy: Regional and Applied, Chummy S. Sinnatamby, Elsevier Health Science

## 6.4- Periodicals, Web Sites, etc

- <http://www.Nomina anatomy>
- American society of anatomy.
- [Freemedical journals.com](http://Freemedical journals.com)

**7- Facilities Required for Teaching and Learning**

- Plastic models
- Cadavers
- Museum.

**Course Coordinator:** *Dr:* Dr: Salwa Ewais**Head of Department:** *Prof:* M. A. Al-dosoky**Date:** 31 / 7 /2005**Revised in 8/2008****Revised in 9/2009****Revised in 5/9/2010****Revised in 10/1/2012****Revised in 1/12/2013****Revised in 3/3/2014**

# **Course Specifications of English Language for Undergraduate Medical Students**

## Undergraduate Program &amp; Courses Specifications

**Course Specifications of English Language for Undergraduate Medical Students**

Sohag University

Faculty of Medicine

**Course Specifications:**

1. **Programs(s) on which the course is given:** MBBCh
2. **Minor element of Program**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Faculty of Arts- English Department
5. **Academic Year / Level:** First year
6. **Semester:** Full academic year (First- Second semesters)
7. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
8. **Last date of specification approval:** 17/3/2014.

**A. Basic information:**

**Title:** English Language  
**Lecture:** 1 hours/week  
**Practical:** 0

**Code:** ENG1  
**Tutorial:** 0  
**Total:** 1 hours/week

**B. Professional Information:****1- Overall Aims of Course:****Students Needs Analysis:**

The target group of this course is the 1st year students of the faculty of Medicine. Academic achievements and intellectual ability are both considered important cognitive skills in the selection of medical students. The academic matriculation score remains a major predictor of who will and who will not be selected for medical education. Students with a strong science background especially in chemistry, physics and biology are believed by some to have a better chance of success in medical schools. Yet it can be argued that the academic score based on science courses should not be the sole parameter for a successful medical student, and that it should be complemented by education in humanities or experience in social sciences as well as a proficiency in the English language where English is the medium of instruction for medicine and the language to be used in the student's medical career. This combination would enhance significantly student perception of the medical educational process.

**Thus.....**

The course aims at advancing the medical students' English language skills -with a particular focus on the writing/ reading and grammatical features of medical texts- to enable learners to communicate more effectively in written English. It also aims at raising the awareness of the students of the importance of English if they want to excel in their study and career in medicine.

Each unit of the course includes a medical reading text; a grammatical focus; a box for the new medical and general vocabulary items and a writing task. The Reading texts, which include selections from medical and science aim to advance the students' literal and critical reading comprehension skills. During the course,

### Undergraduate Program & Courses Specifications

students will be prepared to write effective essays by developing writing skills through the themes of unity, support, coherence and sentence skills. The course also introduces advanced grammar points related to medical writing such as passive voice, tenses, modifiers, parallelism, pronoun reference, and word forms.

#### 2- Intended Learning Outcomes of Course (ILOs)

**By the end of this course students should be able to:**

##### a. Knowledge and Understanding

- a1. Enumerate an English medical text of upper intermediate/advanced level and be able to give the general idea and the most important details
- a2. Identify and use specific, general and medical vocabulary selected from the reading passages taught during the course.
- a3. Develop the reading skills including skimming and scanning of long reading passages.
- a4. Guess or provide the right meanings or terms
- a5. Make simple inferences from a reading text

##### b. Intellectual Skills:

- b1. Be motivated, with good judgment and perception.
- b2. Improve analytical and critical reading skills
- b3. Demonstrate intellectual flexibility, inquisitiveness, critical reasoning, logical thinking, tolerance, the ability to cope with uncertainty and problems.

##### c. Professional and Practical Skills

- c1. Answer direct grammar questions.
- c2. Write a well-organized paragraph/ essay.
- c3. Improve different kinds of writing including composition; letters.
- c4. Improve pronunciation of vowels
- c5. Match technical medical terminology with their nontechnical meanings or explanations

##### d. General and Transferable skills:

- d1. Develop better attitude towards learning English language.
- d2. Develop a higher level of awareness of the importance of English in our age.
- d3. Integrate the four language skills to improve their competence and performance in English language

#### 3- Contents:

<b>First Semester</b>			
<b>General objective: Improve students' general English skills.</b>			
<b><u>One-hour class per week</u></b>			
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Educational Objectives</b>
1	<b>Introduction</b>	<ul style="list-style-type: none"> <li>▪ <b>The 4 language skills:</b> (comprehension/input skills versus production/output skills),</li> <li>▪ Why English is important for doctors,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase students motivation to learn English</li> <li>▪ Enhance their understanding of the relationship between</li> </ul>

## Undergraduate Program &amp; Courses Specifications

		<ul style="list-style-type: none"> <li>How to work on your language skills.</li> </ul>	the subject and other subjects in the curriculum.
2	<b>Writing</b>	<ul style="list-style-type: none"> <li>Differences between Arabic and English in writing.</li> <li><b>Process of Writing:</b> think(brain storming)- plan- write- edit</li> <li><b>Coherence:</b> unity of ideas-</li> <li><b>paragraph elements</b> (topic sentence- subordinate sentences- conclusion)</li> </ul>	<p>Help student know how to:</p> <ul style="list-style-type: none"> <li>answer short essay questions</li> <li>essay questions</li> </ul>
3	<b>Writing</b>	<ul style="list-style-type: none"> <li><b>Essay parts:</b> (introduction- body- conclusion)</li> <li><b>Cohesion-</b> unity of form: cohesive devises- sentence connectives</li> </ul>	
4	<b>Grammar</b>	<ul style="list-style-type: none"> <li>Differences between verb systems in English and Arabic</li> <li>the meaning of English verb tenses</li> </ul>	Help students distinguish between the different meaning of English verb tenses in both reading and writing.
5	<b>Grammar</b>	Simple, compound and complex sentences	
6	<b>Reading</b>	<b>Reading Styles:</b> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> </ul>	<p>Help students to handle long reading passages.</p> <p>How to read a text before class</p> <p>How to read a text to look up specific information</p>
7	<b>Medical Terminology</b>		
8	<b>Reading</b>	<b>Reading Styles:</b> <ul style="list-style-type: none"> <li>Intensive reading</li> </ul>	How to read for study and remember information.
9	<b>Using Reference Books</b>	<ul style="list-style-type: none"> <li><b>Reference books:</b> dictionary, atlas, thesaurus, encyclopedia, editing and grammar books.</li> <li>Difference between a dictionary and a thesaurus.</li> <li><b>Types of dictionaries</b> (lexical, idiomatic, pronunciation, technical terminology)</li> </ul>	
<b>Second Semester</b>			
<b>General objective: Identify grammatical features of Medical English</b>			
Week	Topic	Content	Educational Objectives
1		<ul style="list-style-type: none"> <li>Warming up</li> <li>Features of medical writing:</li> <li>Using simple present tense and present perfect tense (feature 1)</li> </ul>	
2	<b>Word structure</b>	<ul style="list-style-type: none"> <li>Simple words versus complex words</li> <li>Word parts (prefix, stem/root, suffix)</li> <li>The function of prefixes, the function of suffixes)</li> </ul>	Using descriptive locative verbs, adjectives, prefixes (feature 2)

**Undergraduate Program & Courses Specifications**

		<ul style="list-style-type: none"> <li>▪ Locative prefixes</li> </ul>	
3	<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ Defining and non-defining relative clauses</li> <li>▪ Relative clauses with prepositions</li> </ul>	Using complex sentences: relative clauses (feature 3)
4	<b>Grammar</b>	Short form relative clauses	Using present and past participles as modifiers (feature 4)
5	<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ What is the meaning of passive voice</li> <li>▪ Reasons to use the passive without agent</li> </ul>	Using passive voice without an agent (feature 5)
6	<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ How to form a passive voice without memorization.</li> <li>▪ Using passive to express impersonality in medical writing.</li> </ul>	
7	<b>Grammar</b>	<ul style="list-style-type: none"> <li>▪ Wrap up and conclusion</li> <li>▪ Test items and format</li> </ul>	

**Suggested Lessons from the text book**

<b>Lesson title</b>	<b>Focus items/ skills</b>	<b>Pages</b>
Plastic surgery	Reading for writing	255
Biochemistry	Skimming a passage	220
Pulse	Intensive reading	208
Temperature	Scanning a passage	211
The compartments of the body	Intensive reading + grammar (defining and non defining relative clauses)	95
Sources of Energy	Intensive reading + grammar (short form relative clauses)	108
Gross anatomy of trunk	Grammar (locative adj, verbs, prep, prefixes)	120
Epithelial tissue	Grammar (participles as modifiers and as short form relative clause)	135
The study of cell structure	Grammar (passive without an agent, passive with an agent)	149

**4- Teaching and Learning Methods:**

Due to the large number of students per class (300 students in one group), it is almost impossible to use any communicative or cooperative learning/teaching approach. Unfortunately, the only convenient teaching method in large classrooms is the traditional classroom set up

4.1.Pre-reading exercises and discussion will be used before passages are read. Follow-up exercises will include comprehension, discovering main ideas, guessing and learning new vocabulary and focus on cultural or historical aspects of reading passages.

4.2.In-class reading assignments may also be used to practice skimming and scanning, or to illustrate a grammar point, a writing format.

4.3.Grammatical structures are presented in the context of a reading passage, article or dialogue; rules may be taught deductively or inductively through lecture. Students will complete written

4.4.Exercises individually or in groups to practice structures.

4.5.Students may write paragraphs or essays on assigned or free topics, or in response to readings.

**5- Student Assessment Method:**

**Undergraduate Program & Courses Specifications**

Due to the large number of students in class and the limited class time per week, it is almost impractical to vary the forms of assessments.

<b>5.1</b>	Classroom discussions, questions, and comments are the only way	<b>To assess</b>	Students' comprehension of the lesson and their mastery level of the course materials. Classroom discussions also allow a formative evaluation of the course materials in terms of its difficulty level and ambiguity.
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**Weighting of Assessment:**

<b>Final-Term Examination</b>	<b>100%</b>
<b>Total</b>	<b>100%</b>

**6- List of References:**

This course does not use a traditional ESL textbook. The course coordinator has chosen and compiled reading passages and lessons from different texts.

**7- Facilities required for Teaching and Learning:**

- Classrooms should be more convenient for both the students and the teacher in terms of chairs; lighting; fans; electricity outlets; and sound appliances.
- Whiteboard and markers.
- Overhead projector and screen.
- LCD projectors and screens will be a bonus for the teachers who want to use PowerPoint presentations in their classes but this will require a classroom that is equipped with a computer

<b>Course Co-Coordinator</b>	Dr. Mamdouh Fouad
<b>Head of Department</b>	Dr. Ismail Abdel-Ghany

**Date: 31 / 7/2005**

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**

# **Course Specifications of Medical Physiology for 1<sup>st</sup> year Undergraduates**

**Undergraduate Program & Courses Specifications****Course Specifications of Medical Physiology for 1st year Undergraduates**

Sohag University

Faculty of medicine

**Course Specifications**

1. **Program(s) on which the course is given:** MBChB
2. **Major element of program**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Medical Physiology Department
5. **Academic year / Level:** 1<sup>st</sup> year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
9. **Last date of specification approval:** 17/3/2014.

**A. Basic Information**

**Title:** Medical Physiology      **Code:** PHYS 100 (PHYS110, PHYS120, PHYS130, PHYS140, PHYS150, PHYS160)

**Hours:**

<b>Lecture:</b>	5 hours/week
<b>Practical:</b>	2 hours/week
<b>Total:</b>	7 hours/week

**B. Professional Information****1. Overall Aims of Course**

- To provide the student with the knowledge about the normal structure and function of the body and its major systems, to relate basic physiologic abnormalities in disease states.
- To provide the student with an appropriate background about of cells, tissues, organs & systems.
- To enable the student to describe the integration of physiological functions, which characterize the performance of the human body as a whole in health
- To provide the student with the knowledge about the physiological principles underlying diseases states that aids in interpretation of symptoms.
- To enable the development of communication skills.

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:**

**By the end of this course the student should be able to:**

- a1. Mention the basic physiology of the cell.
- a2. Enumerate the structure - function relationship of different organs of autonomic nervous system, muscle and nerve, circulation, blood, respiration, and digestion.

**Undergraduate Program & Courses Specifications**

- a3. Describe the mechanisms involved in the regulation of the different functions of autonomic nervous system, muscle and nerve, circulation, blood, respiration, and digestion.
- a4. List the interaction between various organs of autonomic nervous system, muscle and nerve, circulation, blood, respiration, and digestion to maintain homeostasis.

**b. Intellectual Skills:****By the end of this course the student should be able to:**

- b1. Calculate physiological variables as blood volume and the cardiac out put.
- b2. Interpret the relation between physiological variables
- b3. Use problem solving and apply them to case studies.
- b4. Relate abnormal function to symptomology.
- b5. Apply problem solving skills in clinical context.

**c. Professional and Practical Skills:****By the end of this course the student should be able to:**

- c1. Evaluate the functions of different body systems using different function tests.
- c2. perform blood grouping, bleeding time and coagulation time.
- c3. Measure physiological parameters as arterial pulse and blood pressure
- c4. Perform physiological measures as ECG and respirometry.

**d. General and Transferable skills:****By the end of this course the student should be able to:**

- d1. Use the sources of biomedicophysiological information.
- d2. Work effectively as a member or a leader of an interdisciplinary team.
- d3. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.
- d4. Participate in medical physiological research studies.

**3. Contents**

Topic	No. of hours	Lecture	Tutorial/ Practical
Cardiovascular Physiology	77	57	20
Properties of cardiac muscle		8	2
Electrocardiogram ECG		8	2
Cardiac cycle		4	2
Innervations of the heart		3	2
Cardiac output		4	2
Heart rate		4	2
Arterial blood pressure		6	2
Capillary circulation		4	2
Special circulation		4	2
Circulatory changes during muscular exercise		4	2
Hemorrhage and Circulatory changes		4	

**Undergraduate Program & Courses Specifications**

Respiratory Physiology	46	10	2
Functional structure of respiratory system		6	2
Respiratory cycle and normal breathing		6	2
Respiratory gases and their carriage		8	
Control of respiration		10	
Regulation of blood pH			
Blood Physiology	27	15	12
Physiology of plasma proteins		2	2
Physiology of WBCs		2	2
physiology of RBCs		2	2
Physiology of platelets		2	2
Physiology of coagulation		3	2
Blood groups		2	2
Blood volume		2	
Gastrointestinal Physiology	24	20	4
Physiology of salivary secretion and digestion		4	2
Gastric secretion & vomiting		4	2
Bile secretion		4	
pancreatic secretion		4	
Small & large intestine		4	
Autonomic system Physiology	10	2	2
Anatomy of ANS		2	
Functions of sympathetic nervous system		2	
Functions of para sympathetic nervous system		2	
Control of ANS			
Nerve & muscle Physiology	26	5	8
Physiology of nerve		5	8
Physiology of muscle			
<b>Total</b>	<b>210</b>	<b>150</b>	<b>60</b>

**4. Teaching and Learning Methods**

- 4.1. Self-learning through seminars and searches
- 4.2. Cooperative Learning
- 4.3. Lecture
- 4.4. Discussion
- 4.5. Case study
- 4.6. Practical sessions, supported by academic staff.
- 4.7. Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continuous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term	2.a. Written Exams (MCQ) (5%):	- intellectual skills

**Undergraduate Program & Courses Specifications**

(10%)	2.b. OSPE (5%)	- Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b.OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

- 6.1- Course Notes lectures notebooks prepared by members of the Physiology Department
- 6.2- Laboratory manuals by staff members
- 6.2- Essential Books (Text Books)
- Gyton & Call textbook of medical physiology (11<sup>th</sup> edition). Saunders; 2 edition (March 11, 2011)
- 6.4- Recommended Books
- Ganonn' s textbook of medical physiology, McGraw-Hill Medical; 24 edition (April 5, 2012)).
- 6.5- Periodicals, Web Sites etc
- [www.medicalstudent](http://www.medicalstudent.com) com.
  - **Error! Hyperlink reference not valid.**
  - [www.mhhe.com](http://www.mhhe.com)

**7. Facilities Required for Teaching and Learning**

- Computer with advanced multimedia capabilities
- Data-show
- Educational CDs
- 3-Dimensional models of blood pressure measurement.

**Course Coordinator:** Dr / Hasan Al-Allaf.

**Head of Department:** Dr/ Ahmed Mostafa

**Date:** 31 / 7 /2005

**Revised in :** 8/2008

**Revised in :** 9/2009

**Revised in :** 5/9/2010

**Revised in :** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014

**Course  
Specifications  
of Histology  
and Cell  
Biology for 1<sup>st</sup>  
year  
Undergraduates**

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Histology and Cell Biology for 1st year Undergraduates

Sohag University

Faculty of Medicine

1. **Program(s) on which the course is given:** M.B.B.Ch
2. **Major element of Programs**
3. **Department offering the program:** 31
4. **Department offering the course:** Histology and Cell Biology
5. **Academic year:** first year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
10. **Last date of specification approval:** 17/3/2014.

**A. Basic Information**

**Title:** Histology and Cell Biology  
**Hours**

**Code:** HIST100

<b>Lecture</b>	2 hours/week
<b>Practicals</b>	2 hours/week
<b>Total</b>	4 hours/week

**B. Professional Information****1. Overall Aims of Course**

- To provide the student with an appropriate background covering the different types of tissues.
- To provide the student with an appropriate background about the relationship between the structure of each cell components and their functions.
- To enable the students to recognize the scientific basis of tissue preparation and practice.
- To provide the student with an appropriate background about the structure and function of the body and its major organ systems and of the molecular and cellular mechanisms.
- To enable the development and application of appropriate ethical principles, and communication skills.

**- Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:****By the end of this course the student should be able to:**

- a1. Describe the different aspects of the microscopic structure of normal tissues and organs.
- a2. Explain the arrangements of cells and tissues within the normal organs and systems.
- a3. Give an account on some components of the cells and tissues at molecular level.
- a4. Describe the different methods for preparations and stains of tissues for different microscopic examination.

**b. Intellectual Skills****By the end of this course the student should be able to:**

**Undergraduate Program & Courses Specifications**

- b1. Integrate the structure with the function of different cells in tissues and organs.  
 b2. Correlate the structure and function of different cells in tissues and organ with their physiological status.

**c. Professional and Practical Skills****By the end of this course the student should be able to:**

- c1. Use the light microscope to identify histological slides of any of the four basic tissues; epithelial, C.T., muscular and nervous tissue and different parts of vascular and lymphatic tissues.  
 c2. Use the light microscope to identify the structural components of cells at the light and electron microscopic levels.  
 c3. Identify and draw cells, tissues and organs by examining stained sections with the light microscope and by examining electron- micrographs.  
 c4. Prepare and examine a stained blood film.  
 c5. Describe the changes in the microscopic structures of normal tissues and organs in different physiological conditions.

**d. General and Transferable Skills****By the end of this course the student should be able to:**

- d1. Use the computer to perform further in depth study in human histology.  
 d2. Use the computer to present collected data.  
 d3. Gain presentation skills.  
 d4. Work in team.  
 d5. Perform scientific search on certain point in histology.

**• Contents**

<b>TOPICS</b>	<b>Total hours</b>	<b>Number of practical hours</b>	<b>Number of lecture hours</b>
Course specification	2	0	2
Microscopy and micro technique	4	2	2
Cytology and cytogenetics	13	7	6
Stem cells and its application	2	2	0
Revision and discussion	3	1	2
Blood and haemopoietic tissue	14	8	6
Epithelial tissue	4	2	2
Revision and discussion	4	2	2
Connective tissue proper	8	4	4
Revision and discussion	2	2	0
Cartilage	4	2	2
Bone	6	2	4
Revision and discussion	4	2	2
Muscular tissue	8	2	6
Nervous tissue	8	2	6
Revision and discussion	4	2	2

**Undergraduate Program & Courses Specifications**

Blood vascular system	8	2	6
Lymphatic system	6	2	4
Revision and discussion	4	2	2
General revision	4	4	0
<b>Total</b>	<b>120</b>	<b>60</b>	<b>60</b>

- **Teaching and Learning Methods**

- 4.1- Self-learning through seminars and searches
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Discussion
- 4.5- case study
- 4.6- Practical sessions, supported by academic staff.
- 4.7- Cognitive maps
- 4.8- Presentations

- **Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1. Short essay: 10% 3.a.2. Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

- **List of References**

- 6.1- Course Notes

- Lectures notes prepared in the form of a book authorized by the department
- Laboratory manual authorized by the department

- 6.2- Essential Books (Text Books)

- Junqueira, Carneino and Kelly (2008): Basic Histology, 7th ed. Librairie du liban and Lang buruit, London, New York.

**Undergraduate Program & Courses Specifications**

- Marinos (2005): Atlas of Human Histology, 4th ed. Lea&Febiger, Philadelphia.

**6.3- Recommended Books**

- Fawcett (2006): A Text Book of Histology, 12th ed. Chapman and Hall, New York, London.
- Johannes Rodin (2005): An Atlas of Histology. Oxford university press, New York, London, Toronto.

**6.4- Web Sites:**

<http://www.histology-world.com>

<http://histo.life.illinois.edu/histo/atlas/slides.php>

**6.5-Periodicals:**

- Egyptian J of Histology
- Egyptian J of Anatomy
- Acta Anatomica
- International J of Experimental Research
- Science
- Cell and Tissue Research

**• Facilities Required for Teaching and Learning**

- Good equipments essential for preparation of histological slides in the preparation room.
- Data show
- Digital camera for photographing the different slides that could be showed by the data show system.

**Course Coordinator:** Hekmat Osman Abd El-Aziz

**Head of Department:** Doha Saber Mohamed

**Date:** 31 / 7 /2005

**Revised in :** 8/2008

**Revised in :** 9/2009

**Revised in :** 5/9/2010

**Revised in :** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014

**Course  
Specifications  
of Medical  
Biochemistry  
for 1<sup>st</sup> year  
Undergraduates**

**Undergraduate Program & Courses Specifications****Course Specifications of Medical Biochemistry for 1<sup>st</sup> year Undergraduates**

Sohag University

Faculty of Medicine

## Course Specifications

1. **Program(s) on which the course is given: M.B.B.Ch**
2. **Major element of Programs**
3. **Department offering the program: the whole faculty**
4. **Department offering the course: Medical Biochemistry Department**
5. **Academic year / Level (First Year Medical students)**
6. **Date of specification approval: 17/11/2008, 27/9/2010, 16/1/2012**
7. **Last date of specification approval: 17/3/2014.**

**a) Basic Information**

<b>Title:</b>	<b>Code: BIOC 100</b>
<b>Hours:</b>	
<b>Lecture</b>	<b>3 hours/week</b>
<b>Practicals</b>	<b>2 hours/week</b>
<b>Total</b>	<b>5 hours/week</b>

**b) Professional Information****1. Overall Aims of Course:**

By completion of this course, the students should be able to:

- To Provide the Student with the basic Knowledge about: Micro-and macromolecules of carbohydrates, lipids, proteins, nucleotides and nucleic acids (the major components of living cells)
- To provide the student with the basic principles of molecular biology and protein synthesis.
- To provide the student with the knowledge about biochemistry of vitamins, and enzymes.
- To provide the student with the knowledge about biochemistry of the hemoglobin, free radical and antioxidants.
- To provide the student with the knowledge about principles of immunochemistry.
- To enable the development and application of biochemical techniques and maintaining the body health.

**1. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:**

**By the end of this course the student should be able to:**

- a1. Mention the normal structure, function, relationship of macro, micro molecules.
- a2. List the basics of molecular biology and major components of living cells (carbohydrate, lipid, protein, vitamins, enzymes and body fluids).

## Undergraduate Program &amp; Courses Specifications

**b. Intellectual Skill:**

**By the end of this course the student should be able to:**

- b1. Identify the abnormal structure, function of various components of living cells.
- b2. Utilize such knowledge to understand and maintain body health.

**c. Professional and Practical Skills:**

**By the end of this course the student should be able to:**

- c1. Perform simple laboratory test to diagnose some diseases (Fehling test to detection glucose, heat coagulation test to estimate protein).

**d. General and Transferable Skills**

**By the end of this course the student should be able to:**

- d1. Acquiring skills to write a report and result of any laboratory test.
- d2. Team working for accurate diagnosing of diseases using internet.
- d3. Use standard computer programs effectively (window, office programs) in conducting research.

**2. Contents (**

Topic	Lecture	Tutorial/Practical	Total
<b>Chemistry of protein</b>	<b>11 hours</b>	<b>20hours</b>	<b>31 hours</b>
-AMINO acids	1		
- Classification of amino acids.	2		
-properties of amino acids	1		
-Properties of proteins	1		
-Methods of precipitation of proteins	1		
-Bonds responsible for protein structure	1		
-Structure of proteins	1		
-Classification of proteins	3		
<b><u>Chemistry of lipid</u></b>	<b>11 hours</b>	<b>8 hours</b>	<b>19ours</b>
- Definition	1		
- Classification of lipids	3		
- Alcohols	1		
-Fatty acids	1		
-Chemical properities of fats	1		
-Fat constant	1		
-Waxes	1		
-Compound lipids	2		
- <b><u>Chemistry of carbohydrate</u></b>	<b>11 hours</b>	<b>20 hours</b>	<b>31 hours</b>
Definition	1		
Classification of carbohydrates	2		
Optical activity	1		

**Undergraduate Program & Courses Specifications**

-Cyclic structure Chemical properties of monosaccharides	2		
Disaccharides	1		
-Polysaccharides	3		
- Biochemistry of hemoglobin. And . immunochemistry	<b>5 hours</b>		<b>5hours</b>
- Biochemistry of vitamins	<b>10 hours</b>		<b>10 hours</b>
- Free radicals & antioxidants	<b>2 hours</b>		<b>2 hours</b>
- Molecular biology & gene therapy	<b>16 hours</b>		<b>16hours</b>
- Biochemistry of enzymes	<b>6 hours</b>		<b>6 hours</b>
- Biophysics and radiation biology	<b>3 hours</b>		<b>3 hours</b>
- General scheme and cases		<b>12hours</b>	<b>12hours</b>
Total	75	60	135

**3. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Discussion
- 4.5- case study
- 4.6- Practical study
- 4.7- Presentations

**4. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills  -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10%	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills

**Undergraduate Program & Courses Specifications**

	3.a.4. Commentary, Problem solving 10%	-general transferable skills, intellectual skills.
	3.b.OSPE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**5. List of References**

## 6.1- Course Notes

- Department course notes (Lectures and practical)

## 6.2- Essential Books (Text Books)

- Department notes

## 6.3- Recommended Books

- Harper's Biochemistry , Murray , RK et al
- Textbook of Biochemistry with clinical correlations: Devlin ,TM
- Lippincott's illustrated reviews in Biochemistry : Champe ,PC and Harvey ,RA.

## 6.4- Periodicals, Web Sites, ... etc

- [http :\\ highwire stanford.edu](http://highwire.stanford.edu)
- [http :\\ www.nlm.nih.gov.\\](http://www.nlm.nih.gov/)
- [http :\\ www.biology arizona .edu \\default.html](http://www.biology.arizona.edu/default.html)
- [http :\\ mbc. Harvard. Edu \\biolinks.html](http://mbc.harvard.edu/biolinks.html)

**6. Facilities Required for Teaching and Learning**

- Appropriate teaching class
- Laboratory equipment.

**Course Coordinator:** Reda Yusef Salah

**Head of Department:** Nagwa Sayed Ahmed Hassan

**Date:** 31 / 7 /2005

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**

# **Course Specifications of Human Anatomy & Embryology for the 2<sup>nd</sup> year Medical Undergraduates**

**Course Specifications of Human Anatomy & Embryology for the 2nd year Medical Undergraduates**

**Undergraduate Program & Courses Specifications****Course Specifications:-**

1. **Program(s) on which the course is given:** - M.B.B.Ch
2. **Major element of Programs**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** - Human Anatomy & Embryology
5. **Academic year / Level:** (Second year medical students)
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

**a) Basic Information**

**Title:** Human Anatomy & Embryology      **Code:** ANAT 200 (ANAT210, ANAT220, ANAT230, ANAT240)

**Hours:** -

<b>Lecture</b>	4 hrs/week
<b>Practical</b>	4 hrs /week
<b>Total</b>	8hrs /week

**b) Professional Information:-****1. Overall Aims of Course**

By completion of this course, the students should be able to:

- To Provide the Student with an appropriate background that enable him/her to identify the normal structure and function of the body and of each of its major systems
- To enable the student to recognize different stages of the life cycle and how these affect normal structure and function
- To provide the student with the knowledge and skills that enable him/her to identify and examine the normal anatomy of the body and of each of its major organ systems grossly.
- To provide appropriate ethical and professional education necessary for dealing with cadavers
- To enable students to correlate anatomical facts with their clinical applications

**2. Intended Learning Outcomes of Course (ILOs)****a- Knowledge and Understanding:**

**By the end of this course the student should be able to:**

- a1. Recognize the normal anatomy of the bones of the head and neck, neuroanatomy and lower limbs.
- a2. Illustrate the normal anatomy of the muscles of the head and neck, neuroanatomy and lower limbs.

**Undergraduate Program & Courses Specifications**

- a3. Describe the normal anatomy of the fascia of the head and neck, neuroanatomy and lower limbs.
- a4. Trace the normal anatomy of the nerves of the head and neck, neuroanatomy and lower limbs.
- a5. Mention the significance of the normal anatomical structures of these parts in the clinical practice
- a6. Describe the normal development of the whole human body.
- a7. Enumerate the general human developmental anomalies.

**b- Intellectual Skills:**

**By the end of this course the student should be able to:**

- b1. Formulate the course of the different anatomic parts of the head & neck, neuroanatomy and lower limbs.
- b2. Interpret the relations of the different anatomic structure of the head & neck, neuroanatomy and lower limbs.
- b3. Anticipate the applied anatomy of head & neck, neuroanatomy and lower limbs.
- b4. Integrate the different anatomical structures of the head & neck, neuroanatomy and lower limbs.
- b5. Analyze the anticipated results of injury of any part of the head & neck, neuroanatomy and lower limbs.
- b6. Compare between different anatomical structures of the head & neck, neuroanatomy and lower limbs.

**c- Professional and Practical Skills:-**

**By the end of this course the student should be able to:**

- c1. Demonstrate the normal anatomy of the **head and neck, neuroanatomy and lower limbs.**
- c2. Demonstrate the normal **development** of the **whole human body.**
- c3. Identify congenital anomalies of different systems of the human body.

**d- General and Transferable Skills:-**

**By the end of this course the student should be able to:**

- d1. Participate in use the sources of electronic anatomical information.
- d2. Work effectively as a member or a leader of an interdisciplinary team.
- d3. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.
- d4. Participate in medical anatomical research studies.
- d5. Use computers in understanding Human Anatomy & Embryology.

## Undergraduate Program &amp; Courses Specifications

**3. Contents**

Topic	No. Of hours	Lecture	Tutorial/Practical
Head and neck	100 hours	40 hours	60hours
Skull		1	2
Norma basalis		2	2
Nasal cavity		2	2
Mandible and cervical vertebrae		2	2
Scalp		1	2
face		2	2
posterior triangle of the neck		1	2
Anterior triangle of the neck		2	2
plexus Cervical		1	2
Cranial cavity		2	2
Cavernous sinus		1	2
Pituitary gland		1	2
Lacrimal apparatus		1	2
Cranial nerves		1	2
Orbit		1	2
gland Parotid		1	2
Muscles of the neck		1	2
Thyroid gland		1	2
Great vessels of the neck		1	2
Cervical sympathetic trunk		1	2
Lymphatic drainage of the head and neck		1	2
tongue		2	2
Palate		2	2
Pharynx		2	2
Larynx		2	4
Nose		2	4
Ear		2	2
Lower limb	60 hours	24 hours	36hours
femur Tibia and fibula		1	2
skeleton of foot		1	2
nerve and vessels Femoral		1	2
Femoral sheath		1	2
Adductor canal		1	1
muscle of front of thigh		1	1
Muscles of medial side of thigh			
Nerves , vessels of medial aspect of thigh		1	2
Knee joint		1	2
Knee joint		1	1
Gluteal region		1	2
of gluteal region Nerves		1	1
Vessels of gluteal region		1	1
Muscles of the back of the thigh		1	1
Sciatic nerve		1	2

## Undergraduate Program &amp; Courses Specifications

fossa Popliteal		1	1
Hip joint		1	1
Muscles of anterior compartment of leg		1	1
Nerves and vessels of anterior compartment of leg		1	2
of Lateral compartment muscles of leg		1	1
muscles of Posterior compartment of leg		1	1
Posterior tibial nerve and vessels		1	1
Muscles of the sole of the foot			1
of the foot Vessels			1
Nerves of the foot			1
Joints and arches of the foot			
Hip bone			
Neuroanatomy	52 hours	28hours	24 hours
-meninges		1	2
-Spinal cord		2	2
White matter of the spinal cord			
Gray matter of spinal cord			
Blood supply of spinal cord			
-Medulla oblongata		2	
-pons		2	
-Mid brain		2	1
-Blood supply of brain stem			1
Interpeduncular fossa		1	1
-Gyri and sulci of cerebral hemisphere		1	1
-4 <sup>th</sup> ventricle		1	
-Types of fibers in the cerebral hemispheres		1	1
-Arterial supply of the brain		1	1
-Venous drainage of the brain		1	
-Cerebellum		1	
-C.S.F. circulation			2
-Proprioceptive and fine -touch pathway		1	
-Crude touch pathway		1	
-Pain and temperature pathway		1	1
-Visual and auditory pathway			1
-Taste and olfactory pathway		1	1
-pyramidal&Extrapyramidal tract		1	1
-Cranial nerves			1
-lemnisci			
Medial longitudinal bundle			
Cerebellar nuclei			

**Undergraduate Program & Courses Specifications**

Cerebellar peduncles			1
-Diencephalon		1	
Metathalamus		1	1
Epithalamus and subthalamus		1	1
Hypothalamus		1	1
Limbic system&hippocampus		1	1
Fornix		1	1
Basal ganglia			1
Internal capsule		1	
Special embryology	28 hours	28 hours	
Development of the kidney		2	
Development of urinary bladder and urethra		2	
Development of testis		2	
Development of the ovary and genital duct		1	
of esophagus and Development stomach		1	
Development of midgut		1	
Development of hindgut		1	
Pharyngeal arches of the tongue Development		1	
Development of thyroid gland		1	
Development of the face		1	
Congenital anomalies of the face		1	
of the heart Development		1	
Fate of aortic arches		1	
Fetal circulation		1	
Development of respiratory system		1	
of the neural tube Development			
Development of the spinal cord		1	
Development of the brain vesicle		1	
Anomalies of the brain			
Development of the ear		1	
Development of the eye		1	
Congenital anomalies of the face			
Development of the skull			
Development of vertebral column		1	
Development of the limbs		1	
Development of mammary gland		1	
<b>Total</b>	<b>240 hours</b>	<b>120 hours</b>	<b>120 hours</b>

**Undergraduate Program & Courses Specifications****4. Teaching and Learning Methods**

- 4.1- Lectures
- 4.2-Self learning: Researches by computers and internet (assignments)
- 4.3-Cooperative learning
- 4.4-Discussion
- 4.5-Case study
- 4.6- Practical study
- 4.7- Simulation Models.
- 4.8-Presentations

**8- Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b.OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills.  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**5. List of References**

6.1- Course Notes: Department books

6.2- Essential Books (Text Books)

- Cunningham's Manual of Practical Anatomy: (Oxford Medical Publications) by G. J. Romanes (Nov 20, 1986).
- Clinical Anatomy by Regions (Paperback), by Richard S. Snell, 8<sup>th</sup> edition, 2007.

6.3- Recommended Books

- Gray's text of anatomy: TWENTIETH EDITION THOROUGHLY REVISED AND RE-EDITED BY WARREN H. LEWIS ILLUSTRATED WITH 1247 ENGRAVINGS

**Undergraduate Program & Courses Specifications**

PHILADELPHIA: LEA & FEBIGER, 1918  
NEW YORK: BARTLEBY.COM, 2000.

- Last's Anatomy: Regional and Applied, Chummy S. Sinnatamby, Elsevier Health Science

6.4- Periodicals, Web Sites etc <http://www.Nomina anatomy>

- American society of anatomy.
- Freemedical journals.com

**6. Facilities Required for Teaching and Learning**

- Appropriate teaching class
- Digital Camera.
- Computers and data show.

**Course Coordinator:** Dr: Salwa Ewas

**Head of Department:** Dr: Mohamad A. Al-dosoky

**Date:** 31/7 /2005

**Revised in** 8/2008

**Revised in** 9/2009

**Revised in** 5/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014



جامعة سوهاج  
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Undergraduate Program & Courses Specifications

# Course Specifications of Medical Physiology for 2<sup>nd</sup> year Undergraduates

**Undergraduate Program & Courses Specifications****Course Specifications of Medical Physiology for 2<sup>nd</sup> year Undergraduates****Sohag University****Faculty of medicine****Course Specifications**

1. **Program(s) on which the course is given:** MBBCh
2. **Major element**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Medical Physiology Department
5. **Academic year / Level:** 2<sup>nd</sup> year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

**A. Basic Information**

**Title:** Medical Physiology      **Code:** PHYS 200 (PHYS210, PHYS220, PHYS230, PHYS240, PHYS250, PHYS260)

**Hours:**

<b>Lecture</b>	5 hours/week
<b>Practicals</b>	2 hours/week
<b>Total</b>	7 hours/week

**B. Professional Information****1. Overall Aims of Course:**

- To provide the student with the knowledge about the normal structure and function of the body and major systems.
- To enable the student to describe the integration of physiological functions, which characterize the performance of the human body as a whole in health
- To provide the student with the knowledge about the physiological principles underlying diseases states that aids in interpretation of symptoms.

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:-**

**By the end of the course the student should be able to:**

- a1. list the basic physiology of the cell
- a2. Describe the structure-function relationship of different organs of central nervous system, special senses, endocrine, kidney, and metabolism.
- a3. Describe the mechanisms involved in the regulation of the different functions of central nervous system, special senses, endocrine, kidney, and metabolism
- a4. List the interaction between various organs of central nervous system, special senses, endocrine, kidney, and metabolism to maintain homeostasis.

**Undergraduate Program & Courses Specifications****b. Intellectual Skills:-****By the end of the course the student should be able to:**

- b1. Calculate one physiological variable when relevant information is given, e.g. how to estimate creatinine clearance or the glomerular filtration rate.
- b2. Interpret the relation between physiological variables
- b3. Use these concepts in diagnosis, problem solving and apply them to case studies.

**c. Professional and Practical Skills:-****By the end of the course the student should be able to:**

- c1. Draw the relation between physiological variables when relevant information is given.
- c2. Evaluate the functions of body systems either practical or oral when not available.
- c3. Identify physiological values as basal metabolic rate, residual urine.
- c4. Measure physiological parameters as visual acuity and body temperature
- c5. Perform physiological measures as audiometry and hearing tests.

**d. General and Transferable Skills:****By the end of the course the student should be able to :**

- d1. Participate in use the sources of biomedical physiological information.
- d2. Work effectively as a member or a leader of an interdisciplinary team.
- d3. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.
- d4. Participate in medical physiological research studies.
- d5. Use computers in understanding physiology.

**3. Contents**

Topic	No. of hours	Lecture	Tutorial/Practical
<b>CNS Physiology</b>	<b>73</b>	<b>55</b>	<b>16</b>
Receptors		3	2
Sensations & their Pathways		3	2
Cerebral cortex & Descending Pathways		6	2
Spinal cord Lesions		6	2
Reflex action		3	2
Vestibular apparatus		6	2
Postural reflexes		4	2
Hypothalamus		4	2
Basal ganglia		4	
Cerebellum		6	
Reticular activating system and sleep		4	
Speech.			
<b>Endocrinology &amp; Reproduction</b>	<b>68</b>	<b>40</b>	<b>20</b>
Thyroid gland		4	2
Parathyroid gland and regulation of calcium level		6	2
Suprarenal gland		6	2
Pituitary gland		6	4
Endocrine functions of pancreas and regulation of blood glucose		4	2
Male reproduction		6	4
Female reproduction		8	4

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<b>Renal Physiology</b>	<b>23</b>	<b>15</b>	<b>8</b>
Anatomy of the urinary system & Histology of nephrons		3	2
Mechanism of urine formation		3	2
Role of the kidney in regulation of arterial blood pressure		2	2
Role of the kidney in regulation of acid base balance		4	2
Abnormalities in kidney functions (acidosis)		1	
Micturition reflexes and their higher control		2	
<b>Metabolism Physiology</b>	<b>20</b>	<b>14</b>	<b>6</b>
Respiratory quotient		2	2
Metabolic rate		5	2
Body temperature and hypothalamic control		2	
How to measure body temperature		1	2
Obesity		2	
starvation		2	
<b>Special sense Physiology</b>	<b>30</b>	<b>26</b>	<b>10</b>
Physiology of vision		13	6
Physiology of hearing		10	2
Physiology of taste and smell		3	2
<b>Total</b>	<b>210</b>	<b>150</b>	<b>60</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning through seminars and searches
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Discussion
- 4.5- case study
- 4.6- Practical sessions, supported by academic staff
- 4.7- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills,

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	solving 10%	intellectual skills
	3.b.OSPE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**6. List of References**

6.1- Course Notes lectures notebooks prepared by members of the Physiology Department

6.2- Essential Books (Text Books)

- Gyton & Call textbook of medical physiology (11<sup>th</sup> edition). Saunders; 2 edition (March 11, 2011)

6.4- Recommended Books

- Ganonn' s textbook of medical physiology, McGraw-Hill Medical; 24 edition (April 5, 2012)).

6.4- Periodicals, Web Sites etc

- [www.medicalstudent](http://www.medicalstudent.com) com.
- **Error! Hyperlink reference not valid.**
- [www.mhhe.com](http://www.mhhe.com)

**7. Facilities Required for Teaching and Learning**

- Computer with advanced multimedia capabilities
- Data-show
- Educational CDs
- 3D models of eye, ear structure and function.

**Course Coordinator:** Dr. Hasan Al-Allaf

**Head of Department:** Dr/ Ahmed Mostafa

**Date:** 31 / 7 /2005

**Revised in :** 8/2008

**Revised in :** 9/2009

**Revised in :** 5/9/2010

**Revised in :** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014



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Undergraduate Program & Courses Specifications

# Course Specifications of Histology and Cell Biology for 2<sup>nd</sup> year Undergraduates

**Undergraduate Program & Courses Specifications****Course Specifications of Histology and Cell Biology for 2nd year Undergraduates****University: Sohag University****Faculty of Medicine**

1. **Program on which the course is given:** M.B.B.Ch
2. **Major element of program**
3. **Department offering the program: the whole faculty**
4. **Department offering the course: Histology and Cell Biology**
5. **Academic year:** second year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
11. **Last date of specification approval:** 17/3/2014.

**A. Basic Information****Title: Histology and Cell Biology****Code: HIST200****Hours:**

<b>Lecture</b>	2 hours/week
<b>Practicals</b>	2 hours/week
<b>Total</b>	4 hours/week

**B. Professional Information****1. Overall Aims of Course**

By completion of this course, the students should be able to:

- To provide the student with the knowledge about the methods of cells and tissues.
- To provide the student with an appropriate background about the relationship between the structure of each cell components with their functions.
- To provide the student with an appropriate background about the structure and function of the body and its major organ systems and of the molecular and cellular mechanisms.

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:**

**By the end of the course the student should be able to**

- a1. Describe the different aspects of the microscopic structure of normal tissues and organs.
- a2. Explain the arrangements of cells and tissues within the normal organs and systems.
- a3. Illustrate the changes in the microscopic structures of normal tissues and organs in different physiological conditions.
- a4. Describe the changes in the microscopic structures of normal tissues and organs in different states of activities.

**Undergraduate Program & Courses Specifications****b. Intellectual Skills****By the end of the course the student should be able to**

- b1. Integrate the structure with the function of different cells in tissues and organs.
- b2. Interpret the light microscopic appearance of normal cells, tissues and organs.
- b3. Interpret the normal structure of any given histological slide.
- b4. Correlate the structure and function of different cells in tissues and organ with their physiological status.
- b5. Correlate the structure and function of different cells in tissues and organ with their activities.
- b6. Interpret the activities and properties of living cells based on the observation of fixed specimens.

**c. Professional and Practical Skills****By the end of the course the student should be able to**

- c1. Use the light microscope to identify histological slides of any organ tissue of the body systems; integumentary, digestive, urinary, male and female reproductive systems, endocrine system, special sense organs and C.N.S.
- c2. Use the light microscope to identify the structural components of cells at the light and electron microscopic levels.
- c3. Use the light microscope to identify and draw cells, tissues and organs by examining stained sections with the light microscope and by examining electron- micrographs.
- c4. Use the eyepiece to identify C.N.S. stained sections at different levels.

**d. General and Transferable Skills****By the end of the course the student should be able to**

- d1. Use the computer to perform further in depth study in human histology.
- d2. Use the computer to present collected data.
- d3. Use presentation skills.
- d4. Work in team.
- d5. Perform scientific search on certain point in histology

**3. Contents**

<b>Topics</b>	<b>Practical hours</b>	<b>Lecture hours</b>	<b>Total hours</b>
Course Specification	0	2	2
Integumentary system	2	4	6
Digestive system	10	8	18
Regenerative capabilities of hepatocytes	1	0	1
Revision	1	2	3
Respiratory system	2	2	4
Endocrine system	2	3	5
Revision	2	1	3
Urinary system	2	4	6
Male reproductive system	4	4	8
Revision	2	1	3
Female reproductive system	4	5	9
Revision	2	1	3

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The eye	2	3	5
The ear	2	3	5
Revision	2	1	3
Central nervous system	10	14	24
Molecular biology and its significance in histology	0	1	1
General Revision	8	1	9
<b>Total</b>	<b>60</b>	<b>60</b>	<b>120</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning through seminars and searches
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Discussion
- 4.5- case study
- 4.6- Practical sessions, supported by academic staff.
- 4.7- Cognitive maps
- 4.8- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continuous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills  -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1. Short essay: 10% 3.a.2. Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References****6.1- Course Notes**

- Lectures notes prepared in the form of a book authorized by the department
- Laboratory manual authorized by the department

**6.2- Essential Books (Text Books)**

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-Junqueira, Carneino and Kelly (2008): Basic Histology, 7<sup>th</sup> ed. Librairie du liban and lang buruit, London, New York.

-Marinos (2005): Atlas of Human Histology, 4th ed. Lea & Febiger, Philadelphia.

**6.3- Recommended Books**

-Fawcett (2006): A Text Book of Histology, 12th ed. Chapman and Hall, New York, London.

-Johannes Rodin (2005): An Atlas of Histology. Oxford university press, New York, London, Toronto.

**6.4- Web Sites**

<http://www.histology-world.com>

<http://histo.life.illinois.edu/histo/atlas/slides.php>

**6.5-Periodicals:**

- Egyptian J of Histology
- Egyptian J of Anatomy
- Acta Anatomica
- International J of Experimental Research
- Science
- Cell and Tissue Research

**7. Facilities Required for Teaching and Learning**

- Appropriate student laboratory microscopes.
- An appropriate teaching microscope for demonstration of any difficulties in the laboratory.
- Good equipments essential for preparation of histological slides in the preparation room.
- Data show
- Digital camera for photographing the different slides that could be showed by the data show system.

**Course Coordinator:** Dr./Hekmat Osman Abd El-Azez

**Head of Department:** Dr./Doha Saber Mohamed

**Date:** 31 / 7 /2005

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**

# **Course Specifications of Medical Biochemistry for 2<sup>nd</sup> year Undergraduates**

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Medical Biochemistry for 2<sup>nd</sup> year Undergraduates

Sohag University

Faculty of Medicine

**Course Specifications**

1. **Program(s) on which the course is given:** M.B.B.Ch
2. **Major element of Programs**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Medical Biochemistry Department
5. **Academic year / Level:** (Second year Medical students)
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

**a) Basic Information****Title:** Code: BIOC200**Hours:**

<b>Lecture</b>	3 hours/week
<b>Practicals</b>	2 hours /week
<b>Total</b>	5 hours / week

**b) Professional Information****1. Overall Aims of Course:**

By completion of this course, the students should be able to:

- To provide the student with basic biochemical knowledge relevant to medical practice to enable them to relate biochemical attention in health and disease status.

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:****By the end of the course the students should have to:**

- a1. List the metabolism of major components of living cell (carbohydrate, lipid, protein, hemoglobin).
- a2. Describe the mechanism of hormones, its classification and relate to diagnosis of relevant disorders.

**b. Intellectual Skills:****By the end of the course the students will be able to:**

- b1. Relate the biochemical changes to disease status.
- b2. Interpret biochemical abnormal findings of lab investigations.

**c. Professional and Practical Skills:****By the end of the course the students will be able to:**

- c1. Diagnose common illnesses by laboratory techniques (liver function test as SGPT, SGOT, Total proteins other enzymes, and total bilirubin .
- c2. Write complete Urine report

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- c3. How to performe kidney function test (BUN and creatinine , glucose tolerance test )
- c4. Acquire skills to interpret report and result of any laboratory test.

**d. General and Transferable Skills:**

**By the end of the course the students will be able to:**

- d1. Team working for accurate diagnosing of diseases using internet for recent researches.
- d2. Use computers in conducting researches.

**3. Contents**

<b>Topic</b>	<b>Lecture</b>	<b>Tutorial/Practical</b>	<b>Total</b>
<b>Carbohydrate metabolism</b>	<b>10 hours</b>	<b>9 hours</b>	<b>19 hours</b>
- Digestion.	1		
- Absorption.			
- Glycolysis.	1		
- Oxidative decaroxylation of pyruvate.	1		
- Krebs' cycle.	1		
- Hexose monophosphate pathway.	1		
- Uronic acid pathway.	1		
- Glycogen metabolism.	1		
- Gluconeogenesis.	1		
- Fructose metabolism.	1		
- Galactose metabolism.	1		
- Control of blood glucose.	1		
- Diabetes mellitus.	1		
<b>Lipid metabolism</b>	<b>10 hours</b>	<b>9hours</b>	<b>19 hours</b>
- Digestion.	1		
- Absorption.			
- Metabolism of plasma lipoproteins.	1		
- Lipolysis of triglycerides.	1		
- Oxidation of fatty acids.	1		
- Ketogenesis.			
- Ketolysis.	1		
- Lipogenesis.	1		
- Biosynthesis of acylglycerols.	1		
- biosynthesis of glycerophospholipids.	1		
- Sphingolipids.	1		
- Cholesterol metabolism.	1		
- Fatty liver.			
- Prostaglandins.	1		
<b>Protein metabolism</b>	<b>10 hours</b>	<b>6 hours</b>	<b>16 hours</b>
- Digestion.	1		
- Absorbtion.			

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<ul style="list-style-type: none"> <li>- Amino acid pool.</li> <li>- General metabolic reactions of amino acids.</li> <li>- Urea cycle.</li> <li>- Metabolism of glycine.</li> <li>- Metabolism of alanine.</li> <li>- Metabolism of phenylalanine and tyrosine.</li> <li>- Metabolism of Tryptophan.</li> <li>- Metabolism of sulphur containing amino acids.</li> <li>- Metabolism of acidic amino acids.</li> <li>- Metabolism of basic amino acids.</li> <li>- Metabolism of branched chain amino acids.</li> <li>- Metabolism of proline and hydroxyproline.</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>		
<p><b>Hemoglobin metabolism</b></p> <ul style="list-style-type: none"> <li>- Heme synthesis.</li> <li>- Porphyrins.</li> <li>- Metabolism of hemoglobin.</li> <li>- Hyperbilirubinemia and jaundice.</li> </ul>	<p><b>5 hours</b></p> <p>1</p> <p>1</p> <p>3</p>	<b>6 hours</b>	<b>11 hours</b>
<p><b>Biological oxidation</b></p> <ul style="list-style-type: none"> <li>- Redox potential.</li> <li>- Respiratory chain.</li> <li>- ATP production.</li> <li>- Uncouplers, poisons and inhibitors of the oxidative phosphorylation.</li> </ul>	<p><b>5 hours</b></p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>	<b>6 hours</b>	<b>11 hours</b>
<p><b>Biochemistry of hormones</b></p> <ul style="list-style-type: none"> <li>- Definition and Classification</li> <li>- mechanisms of action</li> <li>- How hormones acting as metabolic and gene regulators.</li> <li>- Different types of the second messenger.</li> <li>- Hypothalamic hormones</li> <li>- Pituitary hormones</li> <li>- Adrenocorticotrophic hormones</li> <li>- Hormones of Posterior pituitary lobe</li> <li>- Hormones regulating calcium metabolism</li> </ul>	<p><b>15 hours</b></p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<b>6 hours</b>	<b>21 hours</b>

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- Thyroid hormones	1		
- Hormones of pancreas	1		
- Hormones of adrenal cortex	1		
- Hormones of adrenal medulla	1		
<b>Metabolism of xenobiotics</b>	<b>10hours</b>	<b>6 hours</b>	<b>16 hours</b>
- Different mechanisms that the body uses to get rid of foreign materials.	5		
- Phase I&II of xenobiotic metabolism	5		
<b>Minerals</b>	<b>5 hours</b>	<b>6 hours</b>	<b>11 hours</b>
- Calcium			
- Phosphorus	1		
- Magnesium			
- Sodium			
- Potassium	1		
- Sulfur			
- Iron			
- Copper			
- Zinc	1		
- Iodine			
- Selenium			
- Manganese	1		
- Cobalt			
- Chromium			
- Molybdenum			
- Fluoride	1		
<b>Biochemistry of body fluids</b>	<b>5 hours</b>	<b>6 hours</b>	<b>11 hours</b>
- Urine	1		
- Blood			
- Milk	1		
- Gastric juice	1		
- Bile juice	1		
- Semen	1		
- Lymph			
<b>Total</b>	<b>75</b>	<b>60</b>	<b>135</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning through seminars and searches
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Discussion
- 4.5- case study
- 4.6- Practical sessions, supported by academic staff.
- 4.7- Presentations

**Undergraduate Program & Courses Specifications****5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b.OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course Notes

- Department course notes (Lectures and practical)

## 6.2- Essential Books (Text Books)

- Department notes

## 6.3- Recommended Books

- Harper's Biochemistry , Murray , RK et al 29<sup>th</sup> ed 2014.
- **Textbook of Biochemistry with clinical correlations: Devlin ,TM 7<sup>th</sup> Edition 2010.**
- Lippincott's illustrated reviews in Biochemistry : Champe ,PC and Harvey ,RA. 5<sup>th</sup>2009.

## 6.4- Periodicals, Web Sites, ... etc

- [http :\\ highwire stanford.edu](http://highwire.stanford.edu)
- [http :\\ www.nlm.nih.gov.](http://www.nlm.nih.gov/)
- [http :\\ www.biology arizona .edu \\default.html](http://www.biology.arizona.edu/default.html)
- [http :\\ mbc. Harvard. Edu \\biolinks.html](http://mbc.harvard.edu/biolinks.html)

**7. Facilities Required for Teaching and Learning**

**Undergraduate Program & Courses Specifications**

- Appropriate teaching class
- Laboratory equipments

**Course Coordinator:** Reda Yusef Salah

**Head of the Department:** Nagwa Sayed Ahmed Hassan

**Date:** 31 / 7 /2005

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**



جامعة سوهاج  
كلية الطب البشري



Undergraduate Program & Courses Specifications

# Course Specifications of Medical Ethics & Human Rights for the 2<sup>nd</sup> year Medical Undergraduates

**Undergraduate Program & Courses Specifications****Course Specifications of Forensic Medicine & Clinical Toxicology for Medical Undergraduates****Sohag University****Faculty of Medicine****Course Specifications**

1. **Program(s) on which the course is given:** M .B.Bch program
2. **Major element of Programs**
3. **Department offering the Program:** the whole faculty
4. **Department offering the course:** Forensic Medicine & Clinical Toxicology
5. **Academic year / Level:** Fourth year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
12. **Last date of specification approval:** 17/3/2014.

**a) Basic Information****Title:** Forensic Medicine & Clinical Toxicology    **Code:** FMCT 400 (FMCT 410, FMCT 420)**Hours:**

<b>Lecture</b>	2 ½ hrs/week X 32 weeks	=080 hrs
<b>Practical</b>	2 hrs/w for 6 weeks	=064 hrs
<b>Clinical:</b>	18 hrs./week for 2 weeks	=036 hrs
<b>Total</b>		= 180 hrs

**b) Professional Information****1. Overall Aims of Course:**

By the end of this course the student should gain the basic knowledge of different medico legal aspects of medical practice, medical ethics and malpractice. He/she can describe the theories and principles that govern ethical decision making, especially of the major ethical dilemmas in medicine. He/she can also diagnose, detect, and manage poisoning conditions of man and to reach reference centers needed.

- To provide the student with the knowledge about the application of the principles and concepts of the medical sciences to problems in the field of law
- To provide the student with the knowledge of medical ethics and theories and principles that governs ethical decision making, especially of the major ethical dilemmas in medicine
- To provide the student with the knowledge about the threats to medical professionalism, and common medical errors, that can occur during practice of medicine.
- To enable the student to understand the principles and practice of law as they apply to the practice of medicine
- To provide the student with the knowledge of types, actions, clinical features, circumstances, diagnosis, detection, and management of poisoning which operate on

**Undergraduate Program & Courses Specifications**

the human body

**2. Intended Learning Outcomes of Course (ILOs)**

**Knowledge and Understanding:**

**By the end of the course, students should be able to:**

- a1. Describe medicolegal aspects of personal identification of living and dead human bodies
- a2. Describe medicolegal aspects of examination of blood stains
- a3. Define diagnosis of death, postmortem changes and postmortem decomposition
- a4. Describe medicolegal aspects of general and special types of wounds
- a5. Describe medicolegal aspects of head injuries
- a6. Describe medicolegal aspects of firearm injuries
- a7. Explain and define medicolegal aspects of injuries due to physical agents
- a8. Describe medicolegal aspects of asphyxia
- a9. Explain and define medicolegal aspects of pregnancy and delivery
- a10. Explain and define medicolegal aspects of abortion
- a11. Explain and define medicolegal aspects of infanticide
- a12. Explain and define medicolegal aspects of child abuse
- a13. Explain and define medicolegal aspect of sexual crimes
- a14. Define the threats to medical professionalism, and common medical errors, that can occur during practice of medicine
- a15. Describe principles of toxicology of different types of poisonous substances and drugs which operate on human body (including corrosives, heavy metals, volatile, gaseous, plant alkaloids, central nervous system, pesticides, animal, food, antidepressants and antihistaminic poisoning) as regard classification, mechanism of action, clinical features of toxicity, circumstances, diagnosis and clinical management.
- a16. Describe the criteria, clinical features, diagnosis and general management of dependence producing substances and drugs

**a. Intellectual Skills:**

**By the end of the course, students should be able to:**

- b1. Interpret features of bone x- ray for identification.
- b2. Correlate between characters of wound in museum specimens and photographs to reach to proper diagnosis of type of wound, causative instrument, time of infliction, circumstances, vitality and time needed for healing of different injuries
- b3. Integrate the result of laboratory tests findings under microscope into meaningful laboratory diagnosis of hair, fibers, stains (blood and semen), and metallic poisons.
- b4. Correlate the features of different parts of a firearm cartridges for proper diagnosis of firearm weapon used in injury
- b5. Correlate the features of different types of poisonous plant for proper diagnosis and management
- b6. Correlate features of a case study of wounds and design appropriate management strategies (diagnostic and therapeutic) for a case acute or chronic poisoning to solve the problem
- b7. Analyze relevant current data and literatures using computer information technologies and library resources in order to solve a toxicological problem or a clinical problem in the field of forensic medicine

**Undergraduate Program & Courses Specifications****b. Professional and Practical Skills:**

**By the end of the course, students should be able to:**

- c1. Examine bone and soft tissue specimens, photographs, x-rays, to write medicolegal report
- c2. Carry out the results of some chemical tests on department laboratories to identify microscopically blood stains, seminal stains, and heavy metals poisons
- c3. Examine macroscopically on department laboratories seeds, capsules and roots of poisonous plants
- c4. Examine and write standard medical report about injury through history and examination of injured patients in trauma units of different hospitals.
- c5. Identify and write standard medical report about a case of poisoning through interpretation of history, clinical examination and laboratory test findings of poisoned patients in admission units of different hospitals.
- c6. Perform some chemical tests on labs and to identify microscopically hairs, fibers, bloodstains, seminal stains, and some poisons
- c7. Perform some screening tests on labs to identify some drugs of abuse (such as cannabis, marijuana, opium, barbiturate, amphetamine etc.) by Triage kits, and immunoassay test on blood and urine samples.

**c. General and Transferable Skills:**

**By the end of the course, students should be able to:**

- d1. Manipulate computer programs, do web search, to write an essay about medicolegal community or worldwide problems or a subject in clinical toxicology, with trial of solving.
- d2. Present orally medicolegal report in accordance with the standard scientific guidelines in seminars or group meetings, discuss results, defend his/her ideas with staff members. Students can recognize and accept the limitations in their knowledge and clinical skills.
- d3. Communicate with each others and interact effectively and ethically with patients presenting with wounds, or symptoms and signs of poisoning in the trauma and admission units of hospitals then write a report about the case or discuss with staff members.
- d4. Work together to perform some laboratory tests about detection of some poisons and perform some screening tests on labs to identify some drugs of abuse in blood and urine.

## Undergraduate Program &amp; Courses Specifications

**3. Contents of the course:**  
**Clinical course**

Topic	Lectur	Practical	Clinical*	No. of hours
Forensic Medicine identification	4	6		10
Examination of Blood Stains	2	6		8
Death & Post-Mortem Changes	5	2		7
General Wounds & Medical report	4	8		12
Injuries to special organs	2	4		6
Medicolegal aspects of Head Injuries	4	4		8
Firearm Weapons	2	2		4
Firearm Injuries	2	5		7
Injuries due to physical agents	2	3		5
Asphyxia	4	4		8
Sexual Offences (Crimes)	2	4		6
Medicolegal aspects of Pregnancy and Delivery	2	2		4
Medicolegal aspects of Abortion	2	2		4
Infanticide	2	2		4
Child Abuse	2	2		4
Medical ethics	-	-		4
Clinical Toxicology General toxicology	6	-		6
Corrosive poisons	6	-		6
Heavy Metals poisons	4	2		6
Plant alkaloids poisons	5	6		11
CNS depressants	2	-		2
Gaseous poisons	2	-		2
Volatile poison	2	-		2
Pesticides poisoning	2	-		2
Drug dependence	2	-		2
Animal poisons	2	-		2
Food poisoning	2	-		2
Antidepressants poisoning	2	-		2
Antihistaminic poisoning	2	-		2
<b>Total hours</b>	<b>80</b>	<b>64</b>	<b>36</b>	<b>180</b>

**Undergraduate Program & Courses Specifications****\* Clinical training (36 hours over 2 weeks):**

Topic	No. of hours
How to write a standard medicolegal report	3 hours
Write a standard medical report about wounds	3 hours
write standard medical report about head injuries	3 hours
write standard medical report about firearm injuries	3 hours
write standard medical report about burn injuries	3 hours
write standard medical report about fractures	3 hours
How to write standard medical report about a case of poisoning	3 hours
How to manage a case of poisoning	3 hours
Write a standard toxicological report about Corrosive poisons	3 hours
Write a standard toxicological report about Plant alkaloids poisons	3 hours
Write a standard toxicological report about Pesticides poisoning	3 hours
Write a standard toxicological report about Heavy Metals poisons	3 hours
<b>Total</b>	<b>36 hours</b>

**4. Teaching and Learning Methods**

4.1- Self-learning

4.2- Cooperative Learning

4.3- Lecture

4.4- Group Discussion

4.5-Field Training

4.6-Case study

4.7- Practical sessions: With demonstration of specimens, photographs, x-rays, microscope slides in department museums, and laboratories

4.8- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10%	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills

**Undergraduate Program & Courses Specifications**

	3.a.4. Commentary, Problem solving 10%	-general transferable skills, intellectual skills,
	3.b.OSPE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course notes:

Book for Forensic Medicine and Clinical Toxicology, Forensic Medicine & Clinical Toxicology department, Assuit University

## 6.2- Essential Books:

- Knight, B. (2004): Knight's Forensic Pathology, 2nd edition, Arlond Company, U.K., and oxford University Press Inc., USA.
- Shepherd, R. (2003) Simpson's Forensic Medicine. 12th edition, Arlond Company, U.K, and Oxford University Press Inc., U.S.A.
- Gall, J.A.M., Boos, S.C., Payone-James, J.J., and Culliford, E., J. (2003): Forensic Medicine, Colour Guide Atlas, 1st edition, Churchill Livingstone Inc., U.S.A.
- Gresham, G.A. (1986): Colour Atlas of Wounds and Wounding, MTP Press Limited Inc., USA
- Klassen, C.D. and Watkins (2003): Casserett and Doull's Essentials of Toxicology, 1st edition, McGraw-Hill Company, U.S.A.
- Greenberg, M.I., Hendrickson, R.G., Shrestha, M. and Bryant, S.D. (2006): Medical Toxicology Review, 1st edition, McGraw-Hill Company, U.S.A

## 6.3- Recommended Books:

- Knight, B. (2013): Simpson's Forensic Medicine. 11th edition, Arlond Company, U.K., and oxford University Press Inc., USA
- Krishan- Vig (2006): Text Book of Forensic Medicine, Principles and practice, 3th edition, Elsevier Publisher Inc., USA
- Meadow, R. (1997): ABC of Child Abuse, 3rd edition, BMJ Inc., U.S.A
- Ballantyne, B, Marrs, C.T., and Syversent, T. (2000): General & Applied Toxicology, 2nd edition, Macmillan Reference LTS, U.S.A
- Gold Frank, L., Flwenbaum, N., Lewin, N., Weisman, R., Howland, M. and Hoffman, R (2004): Toxicological Emergency. 7th edition, Mc Graw-Hill Company, U.S.A
- Klassen, D.C (2001): Casserett and Doull's Toxicology. The Basic Science of Poison 6th edition, McGraw-Hill Company, U.S.A
- Hadad, L., Shannon, M. and Winchester, J. (1998): Clinical Management of Poisoning and drug overdose. 3rd edition, Saunders Company, U.S.A.
- Dart, R.C. (2004): Medical Toxicology, 1st edition, Lippincott Williams & Wikins Inc U.S.A.

## 6.4- Periodicals and websites:

- Forensic Science International Journals
- Journals of all Egyptian Universities of Forensic Medicine and Clinical Toxicology

**Undergraduate Program & Courses Specifications**

- All International Journals of Forensic Medicine and Clinical Toxicology which
- available in the university network at [www.sciencedirect.com](http://www.sciencedirect.com)

**7. Facilities Required for Teaching and Learning**

7.1- Appropriate teaching accommodation, including museums, laboratories, laboratory equipments (e.g. microscopes), teaching aids (photographs x-rays, jars contain soft tissue specimens, bones, plant specimens, firearm cartridges and some instruments used in causing wounds

**Course Coordinator:** Prof. Dr. Soheir Ali Mohamed

**Head of Department:** Prof. Dr. Maha Abd Elhamid Helal

**Date:** 31/7/2005

**Revised in 20/9/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**

# **Course Specifications of Pathology for 3<sup>rd</sup> Undergraduates**

## Undergraduate Program &amp; Courses Specifications

**Course Specifications of Pathology for Undergraduates**

Sohag University

Faculty of Medicine

**Course Specifications**

1. **Program(s) on which the course is given:** M .B.B.CH
2. Major element of program
3. **Department offering the program: the whole faculty**
4. **Department offering the course:** Pathology
5. **Academic year / Level:** 3<sup>rd</sup> year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

**A. Basic Information****Title:** Pathology                      **Code:** PATH 300 (PAT310, PAT320)**Hours:**

<b>Lecture</b>	4 hours/w
<b>Practical</b>	4 hours/w
<b>Total</b>	8 hours/w

**B. Professional Information****1. Overall Aims of Course:**

- To provide a core knowledge about disease processes affecting organ system, with an emphasis on understanding mechanisms of disease
- To enable the students to get acquainted with basics of pathology; general and systemic including:
  - Etiology.
  - Pathogenesis and pathologic manifestation of diseases (gross and microscopic)
- To enable the student to correlate the histopathology with the clinical basis of diseases.
- To provide the student with the pathology of complications of different diseases.

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:****By the end of the course the student should be able to:**

- a1. Describe the deviation or change in the normal structure and function of the body on the macro- and micro levels
- a2. Recognize the reversible and irreversible cellular injury; causes, effects e.g. degeneration, necrosis and apoptosis (Programed cell death)
- a3. Describe the inflammation; causes, classification, fate, complications
- a4. Describe the healing and repair
- a5. Identify the infectious diseases; viral, bacterial, fungal and parasitic and tissue response to these invaders
- a6. Outline the immunity, factors affecting immune response, disorders of the immune system

**Undergraduate Program & Courses Specifications**

- a7. Define the nutritional deficiencies and their effects on the body system
- a8. Describe the cellular growth disturbances e.g. atrophy, hypertrophy, hyperplasia, metaplasia, and dysplasia
- a9. Recognize the neoplasia; classifications, etiological factors, structure, gross & microscopic pathology, oncogenes and tumor suppressor genes
- a10. Define the tumor grading, staging, progression or invasion and metastatic spread & factors affecting the prognosis of tumors
- a11. Outline the pathology of different body organs and systems:
- Cardiovascular pathology
  - Respiratory pathology
  - Diseases of the kidney and lower urinary tract
  - Diseases of the gastrointestinal tract, hepatobiliary system and pancreas
  - Pathology of the male and female genital systems including the breast
  - Hematopathology and pathology of the lymphoid system
  - Skeletal, soft tissue and joint pathology
  - Endocrine pathology
  - Neuropathology
  - Dermatopathology

**b. Intellectual Skills**

**By the end of the course the student should be able to:**

- b1. Relate the pathology with history, clinical examination, radiological and laboratory investigations.

**c. Professional and Practical Skills:**

**By the end of the course the student should be able to:**

- c1. Identify gross pathology specimen in jars and photographs and put a diagnosis or differential diagnosis after describing the gross.
- c2. Describe the gross picture of the specimens and deviation of normal regarding the size, site, shape, color localized abnormality
- c3. Observe how to deal with the specimens, fixation, trimming, processing, tissue sectioning, hematoxylin and eosin staining
- c4. Examining the slides by the bright field microscope and putting a diagnosis or differential diagnosis
- c5. Using the teaching system “Microscopes, Computer, Monitor and Data Show” to examine the slides.

**d. General and Transferable Skills**

**By the end of the course the student should be able to:**

- d1. Use standard computer program effectively (windows and office)
- d2. Utilize computers in conduction with other pathology departments via emails and chatting.
- d3. Using the computers in searching about resent data in the libraries via the internet

**3. Contents**

Topic	Lecture	Practical & Tutorial / Museum	No. of hours
<b>1-General pathology:</b>			
1.1. Introduction	2	2	4
1.2. Inflammation	6	6/4	16

**Undergraduate Program & Courses Specifications**

1.3. Repair	4	2/2	8
1.4. Cell injury and cell death	6	4/2	12
1.5. Circulatory disturbances	6	4/4	14
1.6. Immunopathology	6	2	8
1.7. Infectious diseases	12	4/4	20
1.8. Intracellular accumulation, pathologic calcification & nutritional diseases	4	2	6
1.9. Disturbances of growth	4	2	6
1.10. Neoplasia	10	8/8	26
<b>Total</b>	<b>60</b>	<b>60</b>	<b>120</b>
<b>2- Systematic Pathology:</b>			
2.1. Cardiovascular diseases	10	2/2	14
2.2. Respiratory diseases	6	4/2	12
2.3. Gastrointestinal diseases	6	4/2	12
2.4. Diseases of the liver, biliary system, pancreas & peritoneum	4	2/2	8
2.5. Diseases of the urinary system	6	4/2	12
2.6. Diseases of the male genital system	2	2/2	6
2.7. Diseases of the female genital system	6	4/2	12
2.8. Diseases of the breast	3	2/2	7
2.9. Endocrine diseases	4	2/2	8
2.10 Diseases of the bone & joints	3	4/2	9
2.11. Diseases of hematopoietic and lymphoid systems	5	2/2	9
2.12. Diseases of the nervous system	3	2/2	7
2.13. Diseases of skin	2	2	4
<b>Total</b>	<b>60</b>	<b>60</b>	<b>120</b>
<b>Total hours of the course</b>	<b>120</b>	<b>120</b>	<b>240</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning through seminars and searches
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Discussion
- 4.5- case study
- 4.6- Practical sessions, supported by academic staff.
- 4.7- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills  -general transferable skills, intellectual skills  - general transferable skills, intellectual skills

**Undergraduate Program & Courses Specifications**

		- general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1. Short essay: 10% 3.a.2. Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills.  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

## 6.1. Course Notes

- Principals of General Pathology, Gamal Nada, 2012
- Principals of Special Pathology, Gamal Nada, 2012
- Case study & MCQ, Dr Thanaa Helal
- Lecture notes
- Department Practical & Museum notes

## 6.2. Essential Books

Principals of General Pathology, Gamal Nada, 2012

Principals of Special Pathology, Gamal Nada, 2012

## 6.3. Recommended Books

- Muir's text book of Pathology, CRC Press; 14 edition (29 Feb 2008)
- Robbins Pathologic Basis of diseases **June 10, 2009**, *Download Robbins Pathologic Basis of Disease 8th edition pdf torrent* or any other torrent from Textbooks category. Direct
- 

## 6.4. Periodicals, Web Sites:

<http://www.humpath.com/Websites-Pathology>

[http://peir2.path.uab.edu/reslinks/Pathology\\_Education\\_Websites/index.html](http://peir2.path.uab.edu/reslinks/Pathology_Education_Websites/index.html)

<http://library.med.utah.edu/WebPath/webpath.html>

**7. Facilities Required for Teaching and Learning**

- Adding 2 hours as a tutorial to clarify difficult points.
- Large well aerated Museum with adequate source of light.
- Lab with microscopes.
- Photographs.
- Data show.

**Undergraduate Program & Courses Specifications**

**Course Coordinator:** Dr. Zeinab Hamdy El Badwy

**Head of Department:** Dr. Eman Muhammad Salah El Deen Muhammad

**Date:** 31 /7 /2005

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**



جامعة سوهاج  
كلية الطب البشري



Undergraduate Program & Courses Specifications

# Course Specifications of Medical Pharmacology for 3<sup>rd</sup> year Undergraduates

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Medical Pharmacology for 3<sup>rd</sup> year Undergraduates

Sohag University

Faculty of medicine

### Course Specifications

1. **Program(s) on which the course is given:** MBBCCh
2. **Major or Minor element of Programs :** Major N/A
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Medical Pharmacology department
5. **Academic year / Level:** Third year (Academic year)
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

#### a) Basic Information

**Title:** Medical Pharmacology department      **Code:** PHAR300

**Hours:**

<b>Lecture</b>	4 hours/w
<b>Tutorial</b>	
<b>Practical</b>	2 hours/w
<b>Total</b>	6 hours/w

#### b) Professional Information

##### 1. Overall Aims of Course:

- To provide the basic knowledge about commonly used groups of drugs affecting different body systems and their implications in therapy of disease and health promotion.
- To enable students to understand the safe use of drugs, as regards adverse effects, contraindications, and drug interactions
- To enable students to predict the risk/benefit ratio as a base to initiate, discontinue or avoid drug administration

##### 2. Intended Learning Outcomes of Course (ILOs)

###### a. Knowledge and Understanding:

**By the end of the course the student should be able to:**

- a1. Describe the effect of drugs on the body.
- a2. Define the fate of drugs when administered to the body.
- a3. Identify the side effect of drugs.
- a4. Recognize the drugs interactions
- a5. Demonstrate contraindication of drugs use.
- a6. Identify the trade name and generic name of drugs.

###### b. Intellectual Skills

**Undergraduate Program & Courses Specifications****By the end of the course the student should be able to:**

- b1. Interpret how to deal with some cases and treat them.
- b2. Utilize different animals to interpret results of experiments

**c. Professional and Practical Skills****By the end of the course the student should be able to:**

- c1. Write prescription for some diseases
- c2. Criticize a prescription and predict drug interactions

**c. General and Transferable Skills****By the end of the course the student should be able to:**

- d1. Participate in use the sources of biomedical pharmacological information.
- d2. Work effectively as a member or a leader of an interdisciplinary team.
- d3. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.
- d4. Participate in writing and presenting reports about medical pharmacology.
- d5. Use computers in understanding pharmacology.

**3. Contents**

Topic	Lecture	Tutorial/Practical	No. of hours
Pharmacology: General pharmacology	3	---	3
pharmacodynamic	7	4	11
pharmacokinetics	5	---	5
Drugs of the autonomic nervous system	6	---	6
catecholamines	14	---	14
Neuromuscular Blockers	3	4	7
Pulmonary Pharmacology--Asthma	2	---	2
RENAL AND Gastrointestinal Drugs	7	2	9
Adrenocorticosteroids	8	---	8
Diabetes- endocrines	5	---	5
Chemotherapy	10	---	10
Antibacterial drugs	10	---	10
Anti-inflammatory drugs	10	---	10
Anti-viral-fungal-parasitic drugs	10	---	10
Therapeutic	5	20	25
Clinical	10	---	10
Experimental	---	10	10
Computer programs	---	20	20
<b>Total</b>	<b>120</b>	<b>60</b>	<b>180</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5- case study
- 4.6- Practical study

**Undergraduate Program & Courses Specifications**

## 4.7- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills  -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b.OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills.  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course Notes

Lecture notes

## 6.2- Essential Books (Text Books)

Basic and Clinical Pharmacology 12/E (LANGE Basic Science) [Paperback]  
[Bertram Katzung](#) (Author), [Susan Masters](#) (Author), [Anthony Trevor](#) (Author),  
 McGraw-Hill Medical; 12 edition (December 13, 2011)

## 6.3- Recommended Books

- Goodman and Gilman's The Pharmacological Basis of Therapeutics, Twelfth Edition [Hardcover] [Laurence Brunton](#) (Author), [Bruce Chabner](#) (Author), [Bjorn Knollman](#) (Author), McGraw-Hill Professional; 12 edition (December 20, 2010)

## 6.4- Periodicals, Web Sites, ... etc

...<http://en.wikipedia.org/wiki/Pharmacology>  
<http://www.pharmacology2000.com/learning2.htm>  
<http://www.pharm.ox.ac.uk>

**Undergraduate Program & Courses Specifications**

**7. Facilities Required for Teaching and Learning**

Laboratories, instruments, chemicals, computers

**Course Coordinator:** Dr: Faten Mohamed omran

**Head of Department:** Prof . Mahmoud Hamdy

**Date:** 31 / 7 /2005

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**



جامعة سوهاج  
كلية الطب البشري



Undergraduate Program & Courses Specifications

# Course Specifications of Medical Microbiology & Immunology for 3<sup>rd</sup> year Undergraduates

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Medical Microbiology & Immunology for 3<sup>rd</sup> year Undergraduates

Sohag University

Faculty of Medicine

### Course Specifications

1. **Program(s) on which the course is given:** MBBCCh
2. **Major element of Program**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Medical Microbiology & Immunology.
5. **Academic year / Level:** Third year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

### a) Basic Information

**Title:** Medical Microbiology & Immunology    **Code:** MICR300(MIC310, MIC320)

**Hours:**

<b>Lecture</b>	3 hrs/w
<b>Practical</b>	2 hrs./w
<b>Total</b>	5 hrs/w

Understand the basic features of general bacteriology, virology and

### b) Professional Information

#### 1. Overall Aims of Course

- Understand the basic features of general bacteriology, virology and mycology
- Provide an appropriate background covering the immune system, its protective functions and its role in the patho-physiology of infectious and non-infectious diseases.
- Know the common infections and diseases of medical importance, their microbial causes, as well as laboratory diagnosis, treatment, prevention and control of such diseases.
- Practice the principles of sterilization and infection control

#### 2. Intended Learning Outcomes of Course (ILOs):

According to the intended goals of the faculty, the student should be armed with the following adequate knowledge and skills about the human microorganisms.

##### a. **Knowledge and Understanding:**

**By the end of the course the student should be able to:**

- a1. List the microorganisms affecting human beings all over the world and particularly in Egypt
- a2. Describe the metabolism and genetics of organisms
- a3. Describe the pathology, clinical symptoms and complications of each disease.
- a4. Summarize the laboratory tests needed for diagnosis of each case.
- a5. Name some of the drugs and instructions used for treatment of each case.
- a6. Describe some infection control methods
- a7. Describe the structure and function of immune system

**Undergraduate Program & Courses Specifications****b. Intellectual Skills:**

**By the end of the course the student should be able to:**

- b1. Differentiate between the different microorganisms (Bacteria, viruses and fungi)
- b2. Differentiate between the different types of bacteria on the bases of staining and culturing methods.
- b3. Differentiate between organisms affecting the same body parts
- b4. Interpret different immune mechanisms.
- b5. Criticize the current infection control methods.
- b6. Apply the gained knowledge in infection control procedures.

**c. Professional and Practical Skills:**

**By the end of the course the student should be able to:**

- c1. Recognize micro-organisms on morphological bases.
- c2. Identify the methods of staining, culturing and biochemical reactions
- c3. Recognize some serological tests used in diagnosis.
- c4. Design infection control program for his institute
- c5. Handle of samples.

**d. General and Transferable Skills:**

**By the end of the course the student should be able to:**

- d1. Participate in use the sources of biomedical microbiological information.
- d2. Work effectively as a member or a leader of an interdisciplinary team e.g. infection control team.
- d3. Maintain a professional image in manner, dress, speech as well as the interpersonal relationships.
- d4. Participate in medical microbiological research studies.
- d5. Use computers in understanding microbiology.

**3. Contents**

<b>Topic</b>	<b>Lecture</b>	<b>Tutorial/Practical</b>	<b>No. of hours</b>
<b>General bacteriology</b>	<b>14</b>	<b>14</b>	<b>28</b>
Bacterial anatomy & Physiology	3	3.5	6.5
Bacterial genetics	2.5	---	2.5
Recombinant DNA technology	2.5	3.5	6
Antibiotics	3	3.5	6.5
Sterilization& Disinfection	3	3.5	6.5
Systemic bacteriology	30	26	56
Gram +ve cocci	5	4	9
Gram -ve cocci	4	4	8
Gram +ve bacilli	4	4	8
Gram -ve bacilli(1)	5	5	10
Gram -ve bacilli(2)	4	5	9
Spirochetes	4	4	8
Minor bacterial pathogens	4	---	4

**Undergraduate Program & Courses Specifications**

Virology	10	-	10
<u>General virology</u>	2		2
<u>Systematic Virology</u>	8	---	8
RNA naked viruses	2	---	2
DNA enveloped viruses	2	---	2
DNA naked viruses	2	---	2
Minor viral pathogens	2	---	2
Mycology	5	4	10
Fungal classifications	1	2	3
Superficial & Cutaneous &Subcutaneous mycosis	2	2	4
Opportunistic mycosis& Antifungal drugs	2	---	2
Immunology	25	10	35
Congenital & Acquired Immunity	4		4
Immunological Cells	3	5	8
Antigens & Antibodies	3	5	8
Complement	3	---	3
Hypersensitivity	3	---	3
Transplantation	3	---	3
Tumor Immunology	3	---	3
Immunodeficiency	3	---	3
<u>Applied Microbiology</u>	6	6	12
<b>Total</b>	<b>90</b>	<b>60</b>	<b>150</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5-case study
- 4.6- Practical study
- 4.7- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%):	- intellectual skills

**Undergraduate Program & Courses Specifications**

	2.b. OSPE (5%)	- Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b.OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References****6.1- Course Notes**

Notes of the department and practical notebook

**6.2- Essential Books (Text Books)**

- Medical Microbiology Mims' Medical Microbiology (Mosby) (Mixed media product) By (author) Richard Goering, By (author) Hazel Dockrell, By (author) Mark Zuckerman, By (author) Ivan M. Roitt, By (author) Peter L. Chiodini, Mims' Medical Microbiology (Mosby) (Mixed media product) By (author) Richard Goering, By (author) Hazel Dockrell, By (author) Mark Zuckerman, By (author) Ivan M. Roitt, By (author) Peter L. Chiodini, 2012
- Roitt's Essential Immunology, Includes Desktop Edition [Paperback] Peter J. Delves (Author), Seamus J. Martin (Author), Dennis R. Burton (Author), Ivan M. Roitt (Author) Wiley-Blackwell; 12 edition (May 6, 2011)

**6.3- Recommended Books**

A colour atlas of microbiology, Wolfe medical atlases, A Colour Atlas of Microbiology, R.J. Olds. Wolfe Medical Books, 1975

**6.4- Periodicals, Web Sites, ... etc**

Microbiology

Immunology

<http://mic.sgmjournals.org/>

**7. Facilities Required for Teaching and Learning**

Data show, for lecture.

Over-head projector for lectures.

Slides projector for practical lessons

Laboratory microscopes

<http://www.microbes.info/>

<http://mansvu.mans.edu.eg/moodle/course/category.php?id=64>

**Facilities used for isolation, staining and culturing the different microbes.**

**Undergraduate Program & Courses Specifications**

**Course Coordinator:** Prof . Mamdoh Mohamed Esmat

**Head of Department:**Prof. Abeer Mohamed Shineef

**Date:** 31 / 7 /2005

**Revised in 8/2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**



جامعة سوهاج  
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Undergraduate Program & Courses Specifications

# Course Specifications of Medical Parasitology for 3<sup>rd</sup> year Undergraduates

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Medical Parasitology for 3<sup>rd</sup> year Undergraduates

Sohag University

Faculty of Medicine

### Course Specifications

1. **Program on which the course is given:** MBChB
2. **Major element of program**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Medical Parasitology
5. **Academic year / Level:** Third year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
13. **Last date of specification approval:** 17/3/2014.

### A. Basic Information

**Title:** Medical Parasitology

**Code:** PARA 300

**Hours:**

<b>Lecture</b>	2 hrs/w
<b>Tutorial</b>	
<b>Practical</b>	2 hrs/w
<b>Total</b>	4 hrs/w

### B. Professional Information

#### 1. Overall Aims of Course

- To provide students with adequate knowledge about endemic parasites, national parasitic problems and common parasites worldwide
- To provide student with knowledge concerning biological, epidemiological and ecological aspects of parasites causing diseases to humans
- To enable students to understand the pathogenesis, clinical presentations and complications of parasitic infections
- To enable students to know basic diagnostic features, general outline of treatment and prevention and control of these diseases

#### 2. Intended Learning Outcomes of Course (ILOs):

According to the intended goals of the faculty the student should be armed with the following adequate knowledge and skills about the human parasites.

##### a. **Knowledge and Understanding:**

**By the end of the course, the student should be able to:**

- a1. Describe the morphology and life cycle of parasites of medical importance
- a2. Describe pathogenesis, clinical signs and symptoms and complications of parasitic infection
- a3. Describe treatment for various parasitic infection and various methods of prevention and control of infection on individual and community levels
- a4. List common arthropods of medical interest and explain their medical importance and methods of combat

**Undergraduate Program & Courses Specifications**

- a5. Mention the fundamentals of immune reaction and immunodiagnosis of different parasites
- a6. Identify complications associated with manipulation of infectious materials, relevant to parasitology, especially in the hospitals

**b. Intellectual Skills:**

**By the end of the course the student should be able to:**

- b1. comprehend specific symptoms and signs caused by certain parasitic infection
- b2. Apply the best laboratory investigation to verify the presence of certain parasite and interpret the clinical and laboratory findings to reach a proper diagnosis
- b3. Apply the most suitable methods for control of a parasitic infection in the community
- b4. Create a plan for differential diagnosis with prioritization of the common possibilities for each parasitic infection

**c. Professional and Practical Skills:**

**By the end of the course the student should be able to:**

- c1. Examine grossly some parasites and arthropods of medical importance, their larval stages and lesions in different organs in jars.
- c2. Examine the microscopic diagnostic morphological structure of adult parasites and their larval stages in fixed stained smears.

**d. General and Transferable Skills:**

**By the end of the course, the student should be able to:**

- d1. Use the simple and compound microscopes
- d2. Communicate sensitively and effectively with staff and co-workers.
- d3. Use the sources of information technology (IT) to remain current with the advances in knowledge and practice
- d4. Evaluate their work and that of others using constructive feed back.
- d5. Adopt the principles of lifelong learning

**3. Contents**

Topic	Lecture	Tutorial/Practical	No. of hours
Introduction	2	2	4
Helminthes Introduction+Trematoda introduction.	2		4
Fasciola	2	2	4
Dicrocylum+ Fasciolopsis buski	2	-	2
H. heterophyes	2	-	2
Schistosoma + Snails	2	4	6
Revision	-	2	2
Cestoda+ D. latum	2	2	4
Taenia	2	-	2
Echinococcus+ Hymenolepis+ Dipylidium	- 2	4	6
Nematoda+ Eterobius+ T. trichura+ Capillaria+ T. spiralis+ Ascaris	4	4	8
Hook worms+ S.stercoralis+ Larva migrans	2	2	4
D. medenensis+ Filarial; worms	2	2	4
Revision	-	2	2

**Undergraduate Program & Courses Specifications**

<b>Helminthes total</b>	<b>26</b>	<b>26</b>	<b>52</b>
Introduction of Arthropoda	2	-	2
Dieptera+ Mosquitoes	2	2	4
Culicoides+ Phlebotomas	2	2	4
Brachycera	2	2	4
Myiasis & M. producing flies	2	2	4
Siphonaptera+ Hemiptera+ Anoplura	2	2	4
Arachnida introduction+ ticks	2	2	4
Mites+ Pentastomida+ Cyclops	2	2	4
Revision	-	2	2
<b>Arthropods total</b>	<b>16</b>	<b>16</b>	<b>32</b>
Introduction of protozoa+ Amoebidae	2	2	4
Luminal flagellates	2	2	4
Haemoflagellates	4	2	6
Apicomplexa (Malaria + Babesia)	2	2	4
Apicomplexa (Toxoplasma+ others)	4	2	4
Ciliata+Microsporidia	2	-	2
Revision	-	6	6
<b>Protozoa</b>	<b>16</b>	<b>16</b>	<b>32</b>
Immunology	2	-	2
Laboratory tests	-	2	2
<b>Total</b>	<b>60</b>	<b>60</b>	<b>120</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5-case study
- 4.6- Practical study
- 4.7- Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills  -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10%	-knowledge

**Undergraduate Program & Courses Specifications**

	3.a.2. Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%	-knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills.
	3.b. OSPE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course Notes

- Department course notes.

## 6.2- Essential Books (Text Books)

- Foundations of Parasitology (Paperback edition) by [Larry S. Roberts](#), [John Janovy](#) (Authors)
- Diagnostic Medical Parasitology. Garcia, L.S., 2001, ASM Press, Washington, DC
- Basic Clinical Parasitology By H.W., Brown, F.A. Neva.
- Medical Parasitology By E.K., Markel; M.A., Marietta Voge and D.T., John.
- Clinical Parasitology.
- Internet sites.

## 6.3- Recommended Books

- Colour Atlas of Tropical Medicine and Parasitology By W. Peters & H.M. Gillies

## 6.4- Periodicals and web sites:

Parasitology  
Journal of Tropical Medicine and Hygiene  
Annals of Tropical Medicine and Parasitology  
American Journal of Tropical Medicine  
Journal of Parasitology  
Journal of Helminthology

[www.asp.uni.edu](http://www.asp.uni.edu)

[www.parasitology.org.uk](http://www.parasitology.org.uk)

[www.dpd.cdc.gov/dpdx](http://www.dpd.cdc.gov/dpdx)

[www.cvm.okstate.edu/~users/icfox/htdocs/clinpara/index.htm](http://www.cvm.okstate.edu/~users/icfox/htdocs/clinpara/index.htm)

[www.parasite.biology.Iowa.edu](http://www.parasite.biology.Iowa.edu)

**Parasitic Diseases: <http://www.mic.ki.se/Diseases/c3.html>**

**Parasite Images: <http://www.med.cmu.ac.th/dept/parasite/image.htm>**

**Atlas of Medical Parasitology: <http://www.cdfound.to.it/HTML/atlas.htm>**

**7. Facilities Required for Teaching and Learning**

- 7.1 Data show device for lectures.
- 7.2 Over-head projector for lectures.
- 7.3 Slides projector for practical lessons.
- 7.4 Laboratory microscopes.

**Undergraduate Program & Courses Specifications**

**Course Coordinator:** Dr. Hanaa Ahmed El Hady.

**Head of Department:** Dr .Nada Abd El Fatah Elnadi

**Date:** 31/7/2005

**Revised in** 20 /9/2008

**Revised in** 9/2009

**Revised in** 5/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014



جامعة سوهاج  
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Undergraduate Program & Courses Specifications

# Course Specifications of Community Medicine and Public Health for the 4<sup>th</sup> Year Undergraduates

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Community Medicine and Public Health for the 4th Year Undergraduates

Sohag University

Sohag Faculty of Medicine

## Course Specifications:

1. Program(s) on which the course is given: MBChB
2. Major element of programs
3. Faculty offering the program: the whole faculty
4. Department offering the course: Community Medicine and Public Health Dep.
5. Academic year: Fourth year
6. Date of specification approval: 17/11/2008, 27/9/2010, 16/1/2012
14. Last date of specification approval: 17/3/2014.

## a) Basic Information

**Title:** Community Medicine and Public Health      **Code:** COMD 400 (CMED 410, CMED 420, CMED430, CMED 440)

**Hours:**

<b>Lectures</b>	4 hours / week X 32 weeks	=128hrs.
<b>Tutorial: community campaign for 1 week in a rural area</b>		
<b>Practical</b>	12 hours / week X 5 weeks	=064 hrs
<b>Total</b>	192 hrs + community campaign for 2 week	

## b) Professional Information

1. Overall Aims of the Course:

- To provide the student with an appropriate background about the concepts and functions of public health/community medicine, primary health care, Health Care Practice and Management, Communication skills, Mental Health, and health of elderly and adolescents
- To enable the student to understand the basic principles of the infectious process susceptibility and resistance, and prevention and control measures in general and of some selected communicable diseases, emerging/threatening diseases and Non- communicable diseases
- To provide a core knowledge about the concept of Reproductive health including maternal and child care
- To provide core knowledge about Nutrition as a basic concern in medical profession throughout the human life cycle.
- To enable the student to understand the concepts of occupational health and Environmental health
- To provide the student with an appropriate background about the health problems of the country and improve their capability to analyze situations and assess health needs by using appropriate vital indicators, epidemiologic methods, critical interpretation of data, statistical principles.
- To enable the student to understand the rural community and its problems through the health services , the organizational setup of the rural health unit, and its relation with other organizations in the rural areas 3 intended learning outcomes (ILOs)
-

**Undergraduate Program & Courses Specifications****2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and understanding:**

**By the end of the course, the student is expected to be able to:**

- a1. Define health and disease
- a2. Describe the spectrum of health
- a3. Explain the three interacting ecological factors—agent, host, and environment—affecting the occurrence of disease
- a4. Describe the determinants of health at the individual, the family, and the community levels
- a5. Define public health and community medicine
- a6. List at least five essential public health functions
- a7. Define patterns of care as preventive and curative, and describe the levels of preventive care
- a8. Describe population estimations in the census and inter-census years
- a9. Explain Egypt's population pyramid and define the information obtained from the pyramid
- a10. Define life expectancy
- a11. Define data sources for vital statistics
- a12. List at least four uses for health indicators
- a13. Outline vital rates to compare between populations through the use of these rates
- a14. Define the screening tests pertinent to selected diseases and the at-risk approach in the application of screening tests
- a15. List at least four types of study designs
- a16. Describe the study design, uses, and limitations
- a17. Define clinical epidemiology and its basic components
- a18. Explain the usefulness of screening tests, and calculate sensitivity, specificity, and predictive values
- a19. Describe the public health surveillance system and its use in the community setting
- a20. Define the sources of data and methods of collection
- a21. Describe five sampling techniques and list at least three advantages of sampling
- a22. Become professional at summarizing data, constructing tables and graphs
- a23. Describe the normal curves and its uses
- a24. Describe the infectious cycle
- a25. Explain different methods for prevention and control
- a26. Define epidemiologic approaches to measure the occurrence of disease in communities
- a27. Identify the infectious cycle for each of the selected diseases

**Undergraduate Program & Courses Specifications**

- a28. Define methods of prevention and control for each of diseases
- a29. Define health-related activities relevant to prevention and/or control of risks
- a30. Explain methods for monitoring the quality of water
- a31. Describe principles of waste management in the community and in health care settings
- a32. Describe principles of rodent and insect control in the community
- a33. List risk factors relevant to selected non-communicable diseases

**1. Primary Health Care:-**

- a34. Define the role of the PHC physician in the prevention and control of non-communicable diseases
- a35. Identify routine, recommended, and potential vaccines and the cold chain
- a36. Describe the MOHP programs for prevention and control of selected diseases (e.g., tuberculosis, schistosomiasis, polio eradication)
- a37. Define the patterns of curative care
- a38. Identify the levels of prevention
- a39. Describe activities for health promotion
- a40. Explain care on the individual, family level, and community levels
- a41. Define PHC
- a42. List the PHC services in Egypt
- a43. Explain the characteristics of PHC
- a44. List the elements of PHC and relate them to the functions of the different health services in Egypt
- a45. Explain the human life cycle, including stages and transitional events
- a46. Describe the family practice approach currently implemented in Egypt

**Management and administration:**

- a47. Define and use data for planning, implementing, and evaluating activities.

**2. Health education & communication skills:**

- a48. List the health education messages pertinent to a healthy life style, prevention, and control
- a49. Define terms: communication, health education, advocacy, knowledge, attitudes, beliefs, and behavior
- a50. Explain how behavior and social variables can have an impact on health and disease
- a51. Describe the process of behavior change
- a52. Describe the communication process
- a53. List barriers (personal, environmental) to effective communication
- a54. Describe how to communicate a message skillfully (knowledge)

**Undergraduate Program & Courses Specifications**

- a55. Describe the different health education/communication strategies for use with clients, the health care team, and the community
- a56. Describe the different health education methods and materials, stating their characteristics, utilities, and limitations
- a57. Describe the principle of counseling
- a58. Conduct a counseling session
- a59. Describe the different health education planning models:
- a60. Explain the role of the community in inducing behavioral change
- a61. Explain how to activate and mobilize the community

**3. Nutrition**

- a62. Identify nutrient sources, functions requirements, effects of deficiency, and effects of excess
- a63. Describe the relation between nutrition and health
- a64. Understand the characteristics of an adequate diet
- a65. Develop a diet plan using dietary guides and food exchange lists
- a66. Describe diets for normal individuals throughout the life cycle, especially the vulnerable groups
- a67. Define malnutrition problems
- a68. Explain methods of assessment of nutritional status
- a69. Prescribe diet plans for selected disease conditions (therapeutic diets)
- a70. Identify nutrient sources, functions requirements, effects of deficiency, and effects of excess

**4. Administration**

- a71. Identify management functions: planning, implementation, and evaluation
- a72. Describe the planning function and its components
- a73. Define steps for community needs assessment
- a74. Use data/information for situation analysis and identification and prioritization of health and health-related problems
- a75. List the basic implementation functions
- a76. Define the principles of leadership and team building
- a77. Define the evaluation function and demonstrate the ability to evaluate inputs, process, and outputs by the use of appropriate indicators
- a78. Define quality and identify the dimensions of quality in health care
- a79. Define the three major aspects of health economics: financing, cost analysis, and cost-effectiveness
- a80. Identify the principles of cost analysis and define some measures for cost containment

**5. Health system**

**Undergraduate Program & Courses Specifications**

- a81. Identify the different types of health systems in Egypt
- a82. Define the organizational structure of the MOHP at the central, governorate, and district levels
- a83. Describe the different levels of health care in urban and rural areas, and the health team at each level and the referral system
- a84. Explain the different types of health insurance
- a85. Define the types of services provided in rural areas
- a86. List members of the health team working in the different types of rural health service settings and their job descriptions

**6. Rural Health problems:**

- a87. Identify rural health and health-related problems
- a88. Describe the role of rural health services in addressing local health problems

**7. Maternal and Child Health:**

- a89. Define terminology related to Rural Health, women's health, MCH, and FP.
- a90. List the components of RH and define the RH services in Egypt.
- a91. Define the goal, objectives, and components of Maternal and child health..
- a92. Calculate relevant vital indices, and identify health problems related to the health of mothers and children as well as risk factors.
- a93. Describe the MCH program.
- a94. Calculate fertility rates.
- a95. Explain factors affecting fertility and fertility motives.
- a96. Describe the Egypt FP program.

**8. Adolescent & school h**

- a97. Identify the health problems and health needs of adolescents
- a98. Define interventions to promote health and address the health needs of adolescents
- a99. Define the importance of the school health program
- a100. Explain the components of the school health program
- a101. Identify the specific health problems of school children
- a102. Identify the role of the school in community health development

**9. Gerontology**

- a103. Explain the causes of aging within the concept of epidemiologic transition and demographic transition
- a104. Define gerontology and geriatrics
- a105. Define health needs and health problems of the elderly
- a106. Explain the health care programs directed to the aged

**Undergraduate Program & Courses Specifications**

- a107. Define disability
- a108. Enumerate the causes of disability
- a109. Describe levels of prevention
- a110. Give the details of rehabilitation

**10. Occupational**

- a111. Explain the importance of periodic examinations
- a112. Identify potential hazards and stresses in different types of jobs
- a113. Describe the steps in inspection of the workplace
- a114. Spell out the health effects of different types of hazards
- a115. Discuss the role of different organizations in relation to the health of workers
- a116. Describe the occupational health program
- a117. Define the role of the occupational health physician and the occupational health team
- a118. Define the needs of special groups of workers (women, children, people with disabilities, farmers, migrants, and seasonal workers)

**b- Intellectual Skills:**

**By the end of the course, the student is expected to be allowed to:**

**In epidemiological and quantitative domain:**

- b1. Compare clinical medicine with community medicine
- b2. Compare the different profiles of the population pyramids and their interpretations
- b3. Interpret selected tests of significance and the inferences obtained from such tests
- b4. Evaluate indicators of health and disease
- b5. Identify prevalent health problems in a community, using various epidemiological strategies
- b6. Organize and manage data, including graphic and tabular presentations
- b7. Analyze and interpret data
- b8. Anticipate and participate in investigation of an epidemic/outbreak as part of a health team
- b9. Identify trends in health and disease
- b10. Apply appropriate health promotion, disease prevention, and control measures
- b11. Apply disease prevention and control measures to identified priority communicable and non-communicable diseases
- b12. Make a decision about the appropriate control measures related to specific situations
- b13. Recognize the nature, health effects, and sources of environmental risks

**Undergraduate Program & Courses Specifications**

b14. Build a model explaining the environmental background of human diseases

**In communication and health behaviors:**

- b15. Apply health behavior theories to different community health problems
- b16. Identify behavioral and social variables impacting health and disease
- b17. Apply appropriate communication strategies for use with clients, the health care team, and the community
- b18. Select and use appropriate health education methods and materials
- b19. Counsel effectively in the health care environment
- b20. Advocate appropriately in the health care setting
- b21. Activate and mobilize the community toward improved health outcomes

**Management and administration:**

- b22. Utilize and maintain records

**Environmental and occupational health:**

- b23. Anticipate, assess, and advise on management of occupational and environmental health hazards in various settings
- b24. Communicate with relevant authorities for environmental control (water, waste management, food safety, vector control)
- b25. Advise on waste management in the facility
- b26. Recommend and promote safety and injury prevention measures

**c- Professional and Practical Skills:****By the end of the course, the student is expected to practice the following:**

- c1. Calculate crude birth rate, crude death rate, rate of natural increase, and average growth rates from given data.
- c2. Measure disease risk factors
- c3. Calculate measures of central tendency and measures of dispersion
- c4. Collect and verify data from different sources
- c5. Participate in conducting public health surveillance:
  - Perform community diagnosis
  - Conduct Social & Health Surveys
  - Diagnose an epidemic

**Communication and health behaviors:**

- c6. Apply health behavior theories to different community health problems
- c7. Identify behavioral and social variables impacting health and disease
- c8. Apply appropriate communication strategies for use with clients, the health care team, and the community
- c9. Select and use appropriate health education methods and materials
- c10. Counsel effectively in the health care environment

**Undergraduate Program & Courses Specifications**

- c11. Advocate appropriately in the health care setting
- c12. Activate and mobilize the community toward improved health outcomes.

**Management and administration:**

- c13. Apply MOHP policies and approved standards
- c14. Carry out administrative and service responsibilities
- c15. Work as a member/leader of a team (staff management)
- c16. Work effectively in the existing system, including referral
- c17. Manage resources, including application of basic principles of health economics
- c18. Use exclusively the national essential drug list
- c19. Perform accurate recording and certification (e.g., birth, death, international classification of diseases “ICD”)
- c20. Perform quality assessment and performance improvement
- c21. Perform self-assessment and assessment of peers
- c22. Coordinate effectively with other sectors (social, agricultural, education) to promote the health of the community(GTS)
- c23. Plan a session for health education for two priority problems(IS)
- c24. Carry out a health education session and assess performance (self/peer)

**1. Primary Health Care activities:**

- c25. Define the role of the PHC physician in the prevention and control of non-communicable diseases
- c26. Identify routine, recommended, and potential vaccines and the cold chain knowledges
- c27. Describe the MOHP programs for prevention and control of selected diseases knowledges (e.g., tuberculosis, schistosomiasis, polio eradication)

**2. Health education & communication skills:**

- c28. List the health education messages pertinent to a healthy life style, prevention, and control.knowledges
- c29. Define terms: communication, health education, advocacy, knowledge, attitudes, beliefs, and behavior
- c30. Explain how behavior and social variables can have an impact on health and disease knowledges.
- c31. Describe the process of behavior change knowledges.
- c32. Describe the communication process knowledges.
- c33. List barriers (personal, environmental) to effective communication
- c34. Describe how to communicate a message skillfully (knowledge)
- c35. Describe the different health education/communication strategies for use with clients, the health care team, and the community

**Undergraduate Program & Courses Specifications**

- c36. Describe the different health education methods and materials, stating their characteristics, utilities, and limitations
- c37. Describe the principle of counseling
- c38. Conduct a counseling session
- c39. Describe the different health education planning models:
- c40. Plan a session for health education for two priority problems
- c41. Carry out a health education session and assess performance (self/peer)
- c42. Explain the role of the community in inducing behavioral change
- c43. Explain how to activate and mobilize the community

**3. Nutrition**

- c44. Identify nutrient sources, functions requirements, effects of deficiency, and effects of excess
- c45. Describe the relation between nutrition and health
- c46. Understand the characteristics of an adequate diet
- c47. Develop a diet plan using dietary guides and food exchange lists
- c48. Describe diets for normal individuals throughout the life cycle, especially the vulnerable groups
- c49. Define malnutrition problems
- c50. Explain methods of assessment of nutritional status
- c51. Prescribe diet plans for selected disease conditions (therapeutic diets)
- c52. Identify nutrient sources, functions requirements, effects of deficiency, and effects of excess

**4. Administration**

- c53. Identify management functions: planning, implementation, and evaluation
- c54. Describe the planning function and its components
- c55. Define steps for community needs assessment
- c56. Use data/information for situation analysis and identification and prioritization of health and health-related problems
- c57. List the basic implementation functions
- c58. Define the principles of leadership and team building
- c59. Define the evaluation function and demonstrate the ability to evaluate inputs, process, and outputs by the use of appropriate indicators
- c60. Define quality and identify the dimensions of quality in health care
- c61. Define the three major aspects of health economics: financing, cost analysis, and cost-effectiveness

**Undergraduate Program & Courses Specifications**

c62. Identify the principles of cost analysis and define some measures for cost containment

**5. Health system**

c63. Identify the different types of health systems in Egypt

c64. Define the organizational structure of the MOHP at the central, governorate, and district levels

c65. Describe the different levels of health care in urban and rural areas, and the health team at each level and the referral system

c66. Explain the different types of health insurance

c67. Define the types of services provided in rural areas

c68. List members of the health team working in the different types of rural health service settings and their job descriptions

**6. Rural Health problems:**

c69. Identify rural health and health-related problems

c70. Describe the role of rural health services in addressing local health problems

**7. Maternal and Child Health:**

c71. Define terminology related to RH, women's health, MCH, and FP.

c72. List the components of RH and define the RH services in Egypt.

c73. Define the goal, objectives, and components of MCH.

c74. Calculate relevant vital indices, and identify health problems related to the health of mothers and children as well as risk factors.

c75. Describe the MCH program.

c76. Calculate fertility rates.

c77. Explain factors affecting fertility and fertility motives.

c78. Describe the Egypt FP program.

**8. Adolescent & school h**

c79. Identify the health problems and health needs of adolescents

c80. Define interventions to promote health and address the health needs of adolescents

c81. Define the importance of the school health program

c82. Explain the components of the school health program

c83. Identify the specific health problems of school children

c84. Identify the role of the school in community health development

**9. Gerontology**

c85. Explain the causes of aging within the concept of epidemiologic transition and demographic transition

**Undergraduate Program & Courses Specifications**

- c86. Define gerontology and geriatrics
- c87. Define health needs and health problems of the elderly
- c88. Explain the health care programs directed to the aged
- c89. Define disability
- c90. Enumerate the causes of disability
- c91. Describe levels of prevention
- c92. Give the details of rehabilitation

**10. Occupational**

- c93. Explain the importance of periodic examinations
- c94. Identify potential hazards and stresses in different types of jobs
- c95. Describe the steps in inspection of the workplace
- c96. Spell out the health effects of different types of hazards
- c97. Discuss the role of different organizations in relation to the health of workers
- c98. Describe the occupational health program
- c99. Define the role of the occupational health physician and the occupational health team
- c100. Define the needs of special groups of workers (women, children, people with disabilities, farmers, migrants, and seasonal workers)

**d- General and Transferable Skills:**

**By the end of the course, the student is expected to be able to:**

- d1. Use standard computer programs effectively.
- d2. Utilize computers in conducting researches.
- d3. Manage a group of people in a work environment.
- d4. Work in a group.
- d5. Communicate well with his colleagues, top management and subordinates.
- d6. Establish a good client – physician relationship.

**3. Contents**

Topic	Lecture	Tutorial/Practical	No. of hours
General introduction: Terminology Rationale of public health and epidemiology	4	---	4
Infectious cycle: Agent Reservoir and sources of infection Exit Modes of diseases transmission Inlet Susceptibility and immunity	10	---	10

## Undergraduate Program &amp; Courses Specifications

Environmental epidemiology: Town planning and housing Air pollution Water sanitation Sewage disposal Refuse disposal Rodent and insect control	10	2 A visit to Water purification plant	12
Epidemiology of selected communicable diseases: Acute respiratory infections Streptococcal infections Diphtheria Meningitis Measles Mumps Rubella Poliomyelitis Diarrheal diseases Typhoid and paratyphoid fevers Food poisoning Brucellosis Hepatitis Aids Bilharziasis Malaria Filariasis Yellow fever Rift valley fever Plague Rabies	46	---	46
Epidemiology and risk factors of non-communicable diseases: Ischemic heart diseases Diabetes Mellitus Cancer	6	---	6
Methodology & statistics Terminology and rationale Data collection Types of Data Tabulation of data Graphical presentation of data Measures of central tendency Measures of dispersion Normal distribution curves International classification of diseases International death certificate Study design: Cross sectional study and the prevalence rate Cohort study, incidence rate, relative &	---	40	40

## Undergraduate Program &amp; Courses Specifications

attributable risk Case-control study, Odd's ratio Sampling Investigation of an epidemic, the attack rates			
<u>Health administration:</u> <ul style="list-style-type: none"> <li>● Management functions: planning, implementation, and evaluation</li> <li>● Planning function and its components</li> <li>● Community needs assessment</li> <li>● Situation analysis and identification and prioritization of health and health-related problems</li> <li>● Implementation functions</li> <li>● Principles of leadership and team building</li> <li>● Evaluation function. How to evaluate inputs, process, and outputs by the use of appropriate indicators</li> <li>● Quality, its dimensions in health care</li> <li>● Health economics: financing, cost analysis, and cost-effectiveness</li> <li>● Principles of cost analysis and measures for cost containment</li> <li>● Health systems in Egypt</li> <li>● Organizational structure of the MOHP at the central, governorate, and district levels</li> <li>● Health care in urban and rural areas and the referral system</li> <li>● Health insurance</li> <li>● Health teams and job descriptions</li> </ul>	10	In all PHC units visits	10
<u>Mental Health in PHC</u>	10	In all PHC units visits	10
<b>Occupational Health</b> <ul style="list-style-type: none"> <li>● Potential health hazards and stresses in different types of jobs</li> <li>● Steps in inspection of the workplace</li> <li>● Work environment</li> <li>● Role of different organizations in relation to the health of workers</li> <li>● the occupational health program</li> </ul>	10	In all PHC units visits	10

## Undergraduate Program &amp; Courses Specifications

<ul style="list-style-type: none"> <li>• Role of the occupational health physician and the occupational health team</li> <li>• Needs of special groups of workers (women, children, people with disabilities, farmers, migrants, and seasonal workers)</li> <li>• Accident prevention</li> </ul>			
<p>Patterns of curative care</p> <p>Levels of prevention</p> <p>Activities for health promotion</p> <p>Care on the individual, family level, and community levels</p> <p>Characteristics of PHC</p> <p><u>Basic health services and health programs:</u></p> <p>PHC, concept, principles,</p> <p>PHC services in Egypt</p> <p>Strategies</p> <p><u>Elements:</u></p> <p>Promotive</p> <p>Preventive</p> <p>Comprehensive MCH care</p> <p>Food supplements</p> <p>Water sanitation and sewage disposal</p> <p>Curative</p> <p>Management of common H. problems</p> <p>Accident prevention</p> <p>Essential drug listing</p>	12	10	20
<p><b>National Programs for ds. prevention and control</b></p> <ul style="list-style-type: none"> <li>• Prevention and control of Tuberculosis</li> <li>• Prevention and control of Leprosy</li> <li>• Eradication of Polio</li> <li>• EPI program</li> <li>• IMCI</li> <li>• Health sector reform</li> <li>• Family practice approach currently implemented in Egypt</li> </ul>	6	12	18
<p>Reproductive health and women's health - MCH</p> <p>Goal, objectives, and components of MCH.</p> <p>Relevant vital indices used to evaluate MCH centers</p> <p>Risk factors and health problems related of mothers and children</p>	2	2	4

## Undergraduate Program &amp; Courses Specifications

<ul style="list-style-type: none"> <li>- Demography:</li> </ul> <p>Fertility rates.</p> <p>Factors affecting fertility and fertility motives.</p> <ul style="list-style-type: none"> <li>- Population problems</li> <li>- Interpretation of population pyramids in developing country (Egypt) and a developed one</li> </ul>			
<ul style="list-style-type: none"> <li>● Adolescent health:</li> </ul> <p>Health problems and needs of adolescents</p> <p>School health:</p> <ul style="list-style-type: none"> <li>- Rationale</li> <li>- Components</li> <li>- School environment</li> <li>- School H. team</li> <li>- School H. problems</li> <li>- Care of the handicaped</li> </ul> <p>- Role of the school in community health development</p>	4	2	6
<p>Nutrition:</p> <p>Nutrient sources, functions requirements, effects of deficiency, and effects of excess</p> <p>Relation between nutrition and health</p> <p>Adequate diet</p> <p>Diet planning for normal individuals and for vulnerable groups</p> <p>Assessment of nutritional status, on the individuals and of the communities</p> <p>Malnutrition problems</p>	4	--	4
<p><u>Health of the elderly:</u></p> <ul style="list-style-type: none"> <li>● Causes of aging within the concept of epidemiologic transition and demographic transition</li> <li>● Terminology</li> <li>● Health needs and health problems of the elderly</li> <li>● Health care programs directed to the aged</li> <li>● Disability limitation and rehabilitation</li> </ul>	4		4
<p><u>Health education:</u></p> <p>Terminology: communication, health education, advocacy, knowledge, attitudes, beliefs, and behavior</p>	2	*A one week campaign in a rural Community	2

**Undergraduate Program & Courses Specifications**

Behavior change		for socio-medical survey, needs assessment and Community health education sessions	
Communication process, barriers (personal, environmental and message) to effective communication			
Health education methods and materials, their characteristics, utilities, and limitations			
Principle of counseling			
Role of the community in inducing behavioral change			
Community motivation			
<b>Total</b>	<b>128</b>	<b>64*</b>	<b>192</b>
* In addition to 12 days field training work			

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5-Field Training (Appendix)
- 4.6-case study
- 4.7- Projects
- 4.8-Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b.OSPE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**Undergraduate Program & Courses Specifications****6. List of References**

## 6.1- Course Notes

Department notes, lectures and handouts

## 6.2- Essential Books (Text Books)

1-Maxy-Rosenau Public health and preventive medicine, Prentice – Hall International Inc., 2007

## 6.3- Recommended Books

1- Dimensions of Community Health, Boston Burr Ridge Dubuque, Appleton & Lange, 1999. 3<sup>rd</sup> ed.

2- Short Textbook of preventive and social Medicine. Jaypee Brothers Publishers Prentice-Hall International Inc., 2003

3- Epidemiology in medical practice, 5<sup>th</sup> edition. Churchill Livingstone. New York, London and Tokyo.

## 6.4- Periodicals, Web Sites, ... etc

1-American Journal of Epidemiology

2-British Journal of Epidemiology and Community Health

3- WWW. Center for Disease Control; Atlanta, Gorgia and

WHO sites for Epidemiology and Community Health

Medscape for Epidemiology and Community Health

**7. Facilities Required for Teaching and Learning:**

- Adequate conditioned space for staff and assistants.
- Adequate conditioned teaching facilities.
- Audiovisual Aids: Data show, overhead and slide projectors and their requirements
- Transport and full board facilities for students during the community campaigns

**Course Coordinator:** Dr/Ahmed Fathy Hammed

**Head of Department:** Dr/Eman Abd El-Baset Mohammed

**Date:** 31/7/2005

**Revised in** 20 /9/ 2008

**Revised in** 9/2009

**Revised in** 5/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014

# **Course Specifications of Ophthalmology for the 4<sup>th</sup> year Undergraduates**

## Undergraduate Program &amp; Courses Specifications

Course Specifications of Ophthalmology For the 4<sup>th</sup> year Undergraduates

Sohag University

Faculty of Medicine

## Course Specifications

1. **Program(s) on which the course is given:** M.B.,B.Ch.
2. **Major element of Programs**
3. **Department offering the program:** 31
4. **Department offering the course:** Ophthalmology Department
5. **Academic year / Level:** 4<sup>th</sup> year
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
15. **Last date of specification approval:** 17/3/2014.

## a) Basic Information

Title: Ophthalmology Course

Code: OPTL 400

## Hours:

Lecture	2 1/2 hours/w X 32 weeks	=80 hrs
Practicals:	18/w for 2 months	=144hrs
Total		=224 hrs

## b) Professional Information

1. Overall Aims of Course:

The course will provide students with:

- To provide the student with the knowledge, and skills which enable him/her to examine the eye and assess its function with confidence and skill
- Diagnosis and to treatment of the common eye conditions
- Ophthalmic conditions that demand immediate referral to a specialist and to spot those tell-tale signs that betray serious systemic disease
- Appropriate professional attitude, ethical principles and communication skill

2. Intended Learning Outcomes of Course (ILOs):a. **Knowledge and Understanding:**

By the end of the course, the student will be expected to:

- a1. Describe the anatomy of the eye and ocular appendages.
- a2. Explain the pathogenesis of the common ocular diseases.
- a3. Describe the clinical picture and differential diagnosis of the common ophthalmological diseases and the various treatment modalities.

b. **Intellectual Skills:**

By the end of the course, the student will be expected to:

- b1. Analyze history to put a provisional diagnosis, differential diagnosis and investigations.
- b2. Select the proper investigation

c. **Professional and Practical Skills:**

**Undergraduate Program & Courses Specifications****By the end of the course, the student will be expected to:**

- c1. Perform the proper way of history taking according to the different ophthalmological problems.
- c2. Examine ophthalmologic cases using simple tools.
- c3. Observe the specialists during examination by more advanced tools.
- c4. Observe the different operations in the operative theatres
- c5. Plan a leading history taking from the ophthalmological cases.
- c6. Examine the cases and pick up the clinical signs.

**d. General and Transferable Skills:****By the end of the course, the student will be expected to:**

- d1. Work in group with his colleagues
- d2. Communicate well with his teachers colleagues health care provides
- d3. Establish a good patient-physician relationship

**3. Contents:**

Topic	Lecture	Tutorial/Practical	No. of hours
Anatomy of the eye ball	1	---	1
Diseases of the eyelids	5	15	20
Lacrimal apparatus	3	10	13
Diseases of the orbit	2	5	7
Diseases of the conjunctiva	5	20	25
Diseases of the sclera	1	5	6
Diseases of the cornea	5	15	20
Diseases of the uveal tract	4	10	14
Crystalline lens	5	20	25
Glaucoma	4	20	24
Diseases of the Retina	5	---	5
Diseases of the optic nerve	2	---	2
Vitreous body	1	---	1
Errors of refraction	3	5	8
Diseases of ocular motility	4	12	16
Tumors of the eye	2	---	2
Eye trauma	2	2	4
Neuro-ophthalmology	2	5	7
<b>Total</b>	<b>80</b>	<b>144</b>	<b>224</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Lecture
- 4.4- Group Discussion
- 4.5-case study
- 4.6-Problem Solving
- 4.7- Brainstorming
- 4.8- Role-playing

**Undergraduate Program & Courses Specifications**

4.9- Simulation Models

4.10-Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continuous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSCE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSCE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

6.1- Course Notes

Lectures prepared by the staff members in the ophthalmology department

6.2- Essential Books (Text Books)

- Parsons' Diseases of the Eye, Ramanjit Sihota & Radhika Tandon Elsevier India, 2011, Kanski clinical ophthalmology

6.3- Recommended Books

Ophthalmology lecture notes prepared by the staff members of ophthalmology, Ain Shams university.

6.4- Periodicals, Web Sites ... etc

<http://www.aao.org/><http://www.emedicine.com/ophthalmology/index.shtml><http://www.atlasophthalmology.com/>**7. Facilities Required for Teaching and Learning**

Infrastructure including teaching rooms supplied with comfortable disks

Teaching tools including blackboard, screen, overhead projector, slide projector, and Data show projector.

**Undergraduate Program & Courses Specifications**

**Course Coordinator:** Dr. Usama Ali Mohamad

**Head of Department:** prof: Gamal Abd El- Lateef Radwan

**Date:** 31/7/2005

**Revised in 20 /9/ 2008**

**Revised in 9/2009**

**Revised in 5/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**



جامعة سوهاج  
كلية الطب البشري



Undergraduate Program & Courses Specifications

# Course Specifications of Forensic Medicine & Clinical Toxicology for Medical Undergraduates

**Undergraduate Program & Courses Specifications****Course Specifications of Forensic Medicine & Clinical Toxicology for Medical Undergraduates**

Sohag University

Faculty of Medicine

**Course Specifications**

7. **Program(s) on which the course is given:** M .B.Bch program
8. **Major element of Programs**
9. **Department offering the Program:** the whole faculty
10. **Department offering the course:** Forensic Medicine & Clinical Toxicology
11. **Academic year / Level:** Fourth year
12. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
16. **Last date of specification approval:** 17/3/2014.

**c) Basic Information****Title:** Forensic Medicine & Clinical Toxicology    **Code:** FMCT 400 (FMCT 410, FMCT 420)**Hours:**

<b>Lecture</b>	2 ½ hrs/week X 32 weeks	=080 hrs
<b>Practical</b>	2 hrs/w for 6 weeks	=064 hrs
<b>Clinical:</b>	18 hrs./week for 2 weeks	=036 hrs
<b>Total</b>		= 180 hrs

**d) Professional Information****8. Overall Aims of Course:**

- To provide the student with the knowledge of the application of the principles and concepts of the medical sciences to problems in the field of law
- To provide the student with the knowledge of medical ethics and theories and principles that governs ethical decision making, especially of the major ethical dilemmas in medicine
- To provide the student with the knowledge about the threats to medical professionalism, and common medical errors, that can occur during practice of medicine.
- To enable the student to understand the principles and practice of law as they apply to the practice of medicine
- To provide the student with the knowledge of types, actions, clinical features, circumstances, diagnosis, detection, and management of poisoning which operate on the human body

**9. Intended Learning Outcomes of Course (ILOs)**

By the end of this course the student should gain the basic knowledge of different medico legal aspects of medical practice, medical ethics and malpractice. He/she can describe the theories and principles that govern ethical decision making, especially of the major ethical dilemmas in medicine. He/she can also diagnose,

**Undergraduate Program & Courses Specifications**

detect, and manage poisoning conditions of man and to reach reference centers needed.

**Knowledge and Understanding:**

**By the end of the course, students should be able to:**

- a17. Describe medicolegal aspects of personal identification of living and dead human bodies
- a18. Describe medicolegal aspects of examination of blood stains
- a19. Define diagnosis of death, postmortem changes and postmortem decomposition
- a20. Describe medicolegal aspects of general and special types of wounds
- a21. Describe medicolegal aspects of head injuries
- a22. Describe medicolegal aspects of firearm injuries
- a23. Explain and define medicolegal aspects of injuries due to physical agents
- a24. Describe medicolegal aspects of asphyxia
- a25. Explain and define medicolegal aspects of pregnancy and delivery
- a26. Explain and define medicolegal aspects of abortion
- a27. Explain and define medicolegal aspects of infanticide
- a28. Explain and define medicolegal aspects of child abuse
- a29. Explain and define medicolegal aspect of sexual crimes
- a30. Define the threats to medical professionalism, and common medical errors, that can occur during practice of medicine
- a31. Describe principles of toxicology of different types of poisonous substances and drugs which operate on human body (including corrosives, heavy metals, volatile, gaseous, plant alkaloids, central nervous system, pesticides, animal, food, antidepressants and antihistaminic poisoning) as regard classification, mechanism of action, clinical features of toxicity, circumstances, diagnosis and clinical management.
- a32. Describe the criteria, clinical features, diagnosis and general management of dependence producing substances and drugs

**d. Intellectual Skills:**

**By the end of the course, students should be able to:**

- b8. Interpret features of bone x- ray for identification.
- b9. Correlate between characters of wound in museum specimens and photographs to reach to proper diagnosis of type of wound, causative instrument, time of infliction, circumstances, vitality and time needed for healing of different injuries
- b10. Integrate the result of laboratory tests findings under microscope into meaningful laboratory diagnosis of hair, fibers, stains (blood and semen), and metallic poisons.
- b11. Correlate the features of different parts of a firearm cartridges for proper diagnosis of firearm weapon used in injury
- b12. Correlate the features of different types of poisonous plant for proper diagnosis and management
- b13. Correlate features of a case study of wounds and design appropriate management strategies (diagnostic and therapeutic) for a case acute or chronic poisoning to solve the problem
- b14. Analyze relevant current data and literatures using computer information technologies and library resources in order to solve a toxicological problem or a clinical problem in the field of forensic medicine

**Undergraduate Program & Courses Specifications****e. Professional and Practical Skills:****By the end of the course, students should be able to:**

- c8. Examine bone and soft tissue specimens, photographs, x-rays, to write medicolegal report
- c9. Carry out the results of some chemical tests on department laboratories to identify microscopically blood stains, seminal stains, and heavy metals poisons
- c10. Examine macroscopically on department laboratories seeds, capsules and roots of poisonous plants
- c11. Examine and write standard medical report about injury through history and examination of injured patients in trauma units of different hospitals.
- c12. Identify and write standard medical report about a case of poisoning through interpretation of history, clinical examination and laboratory test findings of poisoned patients in admission units of different hospitals.
- c13. Perform some chemical tests on labs and to identify microscopically hairs, fibers, bloodstains, seminal stains, and some poisons
- c14. Perform some screening tests on labs to identify some drugs of abuse (such as cannabis, marijuana, opium, barbiturate, amphetamine etc.) by Triage kits, and immunoassay test on blood and urine samples.

**f. General and Transferable Skills:****By the end of the course, students should be able to:**

- d5. Manipulate computer programs, do web search, to write an essay about medicolegal community or worldwide problems or a subject in clinical toxicology, with trial of solving.
- d6. Present orally medicolegal report in accordance with the standard scientific guidelines in seminars or group meetings, discuss results, defend his/her ideas with staff members. Students can recognize and accept the limitations in their knowledge and clinical skills.
- d7. Communicate with each others and interact effectively and ethically with patients presenting with wounds, or symptoms and signs of poisoning in the trauma and admission units of hospitals then write a report about the case or discuss with staff members.
- d8. Work together to perform some laboratory tests about detection of some poisons and perform some screening tests on labs to identify some drugs of abuse in blood and urine.

## Undergraduate Program &amp; Courses Specifications

**10. Contents of the course:**  
**Clinical course**

Topic	Lectur	Practical	Clinical*	No. of hours
Forensic Medicine identification	4	6		10
Examination of Blood Stains	2	6		8
Death & Post-Mortem Changes	5	2		7
General Wounds & Medical report	4	8		12
Injuries to special organs	2	4		6
Medicolegal aspects of Head Injuries	4	4		8
Firearm Weapons	2	2		4
Firearm Injuries	2	5		7
Injuries due to physical agents	2	3		5
Asphyxia	4	4		8
Sexual Offences (Crimes)	2	4		6
Medicolegal aspects of Pregnancy and Delivery	2	2		4
Medicolegal aspects of Abortion	2	2		4
Infanticide	2	2		4
Child Abuse	2	2		4
Medical ethics	-	-		4
Clinical Toxicology General toxicology	6	-		6
Corrosive poisons	6	-		6
Heavy Metals poisons	4	2		6
Plant alkaloids poisons	5	6		11
CNS depressants	2	-		2
Gaseous poisons	2	-		2
Volatile poison	2	-		2
Pesticides poisoning	2	-		2
Drug dependence	2	-		2
Animal poisons	2	-		2
Food poisoning	2	-		2
Antidepressants poisoning	2	-		2
Antihistaminic poisoning	2	-		2
<b>Total hours</b>	<b>80</b>	<b>64</b>	<b>36</b>	<b>180</b>

**Undergraduate Program & Courses Specifications****\* Clinical training (36 hours over 2 weeks):**

Topic	No. of hours
How to write a standard medicolegal report	3 hours
Write a standard medical report about wounds	3 hours
write standard medical report about head injuries	3 hours
write standard medical report about firearm injuries	3 hours
write standard medical report about burn injuries	3 hours
write standard medical report about fractures	3 hours
How to write standard medical report about a case of poisoning	3 hours
How to manage a case of poisoning	3 hours
Write a standard toxicological report about Corrosive poisons	3 hours
Write a standard toxicological report about Plant alkaloids poisons	3 hours
Write a standard toxicological report about Pesticides poisoning	3 hours
Write a standard toxicological report about Heavy Metals poisons	3 hours
<b>Total</b>	<b>36 hours</b>

**11. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5-Field Training
- 4.6-Case study
- 4.7- Practical sessions: With demonstration of specimens, photographs, x-rays, microscope slides in department museums, and laboratories
- 4.8- Presentations

**12. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continouss (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSPE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10%	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills

**Undergraduate Program & Courses Specifications**

	3.a.4. Commentary, Problem solving 10%	-general transferable skills, intellectual skills,
	3.b.OSPE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**13. List of References**

## 6.1- Course notes:

Book for Forensic Medicine and Clinical Toxicology, Forensic Medicine & Clinical Toxicology department, Assuit University

## 6.2- Essential Books:

- Knight, B. (1996): Knight's Forensic Pathology, 2nd edition, Arlond Company, U.K., and oxford University Press Inc., USA.
- Shepherd, R. (2003) Simpson's Forensic Medicine. 12th edition, Arlond Company, U.K, and Oxford University Press Inc., U.S.A.
- Gall, J.A.M., Boos, S.C., Payone-James, J.J., and Culliford, E., J. (2003): Forensic Medicine, Colour Guide Atlas, 1st edition, Churchill Livingstone Inc., U.S.A.
- Gresham, G.A. (1986): Colour Atlas of Wounds and Wounding, MTP Press Limited Inc., USA
- Mason, J.K. (1996): Forensic Medicine, An Illustrated Reference, 1st edition, Champman and Hall Medical Inc., U.S.A.
- Klassen, C.D. and Watkins (2003): Casserett and Doull's Essentials of Toxicology, 1st edition, McGraw-Hill Company, U.S.A.
- Gossel, T. and Bricker, T. (1990): Principles of Clinical Toxicology. 2nd edition, USA
- Greenberg, M.I., Hendrickson, R.G., Shrestha, M. and Bryant, S.D. (2006): Medical Toxicology Review, 1st edition, McGraw-Hill Company, U.S.A

## 6.3- Recommended Books:

- Saukko, P. and knight, B. (2004): Knight's Forensic Pathology, 3rd edition, Arlond Company, U.K., and oxford University Press Inc., US.A.
- Knight, B. (1997): Simpson's Forensic Medicine. 11th edition, Arlond Company, U.K., and oxford University Press Inc., USA
- Krishan- Vig (2006): Text Book of Forensic Medicine, Principles and practice, 3th edition, Elsevier Publisher Inc., USA
- Meadow, R. (1997): ABC of Child Abuse, 3rd edition, BMJ Inc., U.S.A
- Ballantyne, B, Marrs, C.T., and Syversent, T. (2000): General & Applied Toxicology, 2nd edition, Macmillan Reference LTS, U.S.A
- Gold Frank, L., Flwenbaum, N., Lewin, N., Weisman, R., Howland, M. and Hoffman, R (2002): Toxicological Emergency. 7th edition, Mc Graw-Hill Company, U.S.A
- Klassen, D.C (2001): Casserett and Doull's Toxicology. The Basic Science of Poison 6th edition, McGraw-Hill Company, U.S.A
- Hadad, L., Shannon, M. and Winchester, J. (1998): Clinical Management of Poisoning and drug overdose. 3rd edition, Saunders Company, U.S.A.

**Undergraduate Program & Courses Specifications**

- Dart, R.C. (2004): Medical Toxicology, 1<sup>st</sup> edition, Lippincott Williams & Wikins Inc U.S.A.

## 6.4- Periodicals and websites:

- Forensic Science International Journals
- Journals of all Egyptian Universities of Forensic Medicine and Clinical Toxicology
- All International Journals of Forensic Medicine and Clinical Toxicology which
- available in the university network at [www.sciencedirect.com](http://www.sciencedirect.com)

**14. Facilities Required for Teaching and Learning**

7.1- Appropriate teaching accommodation, including museums, laboratories, laboratory equipments (e.g. microscopes), teaching aids (photographs x-rays, jars contain soft tissue specimens, bones, plant specimens, firearm cartridges and some instruments used in causing wounds)

**Course Coordinator:** Prof. Dr. Soheir Ali Mohamed

**Head of Department:** Prof. Dr. Maha Abd Elhamid Helal

**Date:** 31/7/2005

**Revised in** 20/9/2008

**Revised in** 9/2009

**Revised in** 5/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014



جامعة سوهاج  
كلية الطب البشري



Undergraduate Program & Courses Specifications

# Course Specifications of Otorhinolaryngology for The 4<sup>th</sup> year Undergraduates

## Undergraduate Program &amp; Courses Specifications

## Course Specifications of Otorhinolaryngology for The 4<sup>th</sup> yaer Undergraduates

Sohag University

Faculty of Medicine

### Course Specifications

1. **Program(s) on which the course is given:** MBBCCh
2. **Major element of programs**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Otorhinolaryngology Department
5. **Academic year / Level:** Fourth year medical student
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
17. **Last date of specification approval:** 17/3/2014.

#### a) Basic Information

<b>Title:</b> Otorhinolaryngology	<b>Course Code:</b> ENT 400
<b>Hours:</b>	
<b>Lecture</b>	2 hours/w = 64hrs
<b>Tutorial:</b>	
<b>Practical</b>	18 hours/w for a month round= 72 hrs
<b>Total</b>	=136 hrs

#### b) Professional Information

##### 1. Overall Aims of Course:

- To provide the student with the knowledge, and skills that enable him/her to identify, analyze, manage and/or refer clinical common /and or life threatening **Otorhinolaryngology** problems in order to provide efficient, cost effective and humane patient care
- To enable the development and application of appropriate ethical principles, professional attitude and communication skills.

##### 2. Intended Learning Outcomes of Course (ILOs) :

###### a. Knowledge and Understanding:

**By the end of the course, the student should:**

- a1. Describe the anatomy and physiology of the ear, nose, pharynx, larynx, esophagus and trachea
- a2. Describe symptomatology of ENT cases.
- a3. Summarize the management of major and complicated cases.
- a4. Recognize some systemic diseases of otherrelation and ENT diseases,
- a5. Summarize the principles of common operative procedures in the ENT

**Undergraduate Program & Courses Specifications****b. Intellectual Skills:**

**By the end of the course the student should be able to:**

- b1. interpret the data acquired through history taking & physical examination to reach a provisional diagnosis.
- b2. Select the useful investigational tools that may be required for final diagnosis.
- b3. Interpret different diagnostic alternatives that help reaching a final diagnosis.

**c. Professional and Practical Skills:**

**By the end of the course the student should be able to:**

- c1. Take a relevant history
- c2. Perform basic head and neck examination.
- c3. Diagnose commonly encountered ENT diseases and outline treatment.
- c4. Recognize patients with complicated or major diseases.
- c5. Perform the first aid measures for life-threatening ENT emergencies. how, where.

**d. General and Transferable Skills:**

**By the end of the course the student should be able to:**

- d1. **Work in a group.**
- d2. **Communicate well with his colleagues, top management and subordinates.**
- d3. **Establish a good patient-physician relationship.**

**3. Contents:**

Topic	Lecture	Tutorial / Practical	No. of hours
<b>The course</b>	<b>64</b>	<b>72</b>	<b>136</b>
<b>The Ear</b>	<b>19</b>	<b>22</b>	<b>41 hours</b>
1- Anatomy, physiology of hearing-equilibrium. Examination and investigations.	3		
2- Diseases of external ear: congenital, wax, foreign bodies, trauma and infections.	3		
3- Diseases of middle ear: - Congenital anomalies, trauma - Acute, chronic suppurative and non-suppurative OM and complications. - Otosclerosis - Tumors	6		
4- Diseases of inner ear: - Meniere's syndrome, labyrinthitis, acoustic neuroma - Ototoxicity - Vestibular and balance disorders	2		
5- Audiology: - Types of hearing loss in adults and children - Assessment of hearing - Management of deafness including hearing aids and cochlear implants	2		

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6- Symptoms and signs of ear diseases - Deafness - Tinnitus - Vertigo - Pain - Facial nerve paralysis - Discharge	2		
7- Principles of some operations: - Myringotomy - Simple mastoidectomy - Radical mastoidectomy - Stapedectomy	1		
<b>The Nose and Paranasal sinuses</b>	<b>13</b>		
1- Anatomy, physiology, examination and investigations including endoscopy.	1 1/2	<b>19</b>	<b>32 hours</b>
2- Symptoms and signs of nasal diseases: - Nasal discharge - CSF rhinorrhoea - Nasal obstruction - Headache - Smell disorders - Snoring, sleep apnea - Epistaxis	2		
3- Congenital malformations, foreign bodies, trauma.	1		
4- Acute and chronic inflammations of the nose.	1 1/2		
5- Allergy and nasal polypi.	1		
6- Diseases of nasal septum.	1		
7- Acute and chronic sinusitis and complications.	3		
8- Cysts and tumors of nose, PNS.	1		
9- Principles of some operations: - INA - Radical antrum operation - Septal surgery - FESS	1		
<b>The Mouth and Pharynx</b>	<b>10</b>		
1- Anatomy, physiology, examination and investigations.	1 1/2	<b>22</b>	<b>32 hours</b>
2- Diseases of nasopharynx: - Adenoids - NP tumors	2		
3- Diseases of oropharynx: - Inflammations - Oropharyngeal ulcerations - Tumors	2 1/2		
4- Suppuration of the spaces related to pharynx	1		
5- Diseases of hypopharynx: - Inflammations - Hypopharyngeal pouch - Tumors	2		
6- Principles of some operations: - Tonsillectomy - Adenoidectomy	1		
<b>The Larynx</b>	<b>12</b>		
1- Anatomy, physiology, examination and investigations including endoscopy.	2	<b>9</b>	<b>21 hours</b>
2- Congenital anomalies, trauma to larynx	2		
3- Acute and chronic inflammations of the larynx	2		

**Undergraduate Program & Courses Specifications**

4- Neurological disorders of the larynx	1		
5- Benign and malignant tumors of larynx	1		
6- Symptoms of laryngeal diseases: - Hoarseness of voice - Stridor - Pain, cough, expectoration	2		
7- Principles of some laryngeal operations:	1		
8- Principles of phoniatrics: - Voice induced disorders (MAP lesions)	1		
<b>The esophagus</b>	<b>3</b>		
1- Anatomy, physiology, investigations including esophagoscopy.	1		<b>3 hours</b>
2- Dysphagia: causes, management, including: - Corrosive swallow - FB swallowing - Achalasia - Tumors	2		
<b>The trachea and bronchi</b>	<b>3</b>		
1- Anatomy, physiology, investigations including bronchoscopy.	1/2		<b>3 hours</b>
2- FB inhalation	1		
3- Tracheostomy	1 1/2		
<b>Revision</b>	<b>4</b>		<b>4 hours</b>

<b>Article</b>	<b>The clinical application on it</b>	<b>Hours</b>
	<b>The Ear</b>	<b>22</b>
<b>1- Examination of ear</b>	History taking and Examination of ear	<b>3</b>
<b>2- Symptoms and signs of ear diseases</b>	Deafness, Vertigo, Aural discharge, earache (How to deal with these patients)	<b>3</b>
<b>3- Congenital ear diseases</b>	- Microtia, External canal atresia	<b>1</b>
<b>4- Trauma to the ear</b>	- External ear - ME trauma - Temporal bone fractures - Wax, FB	<b>2</b>
<b>5- Otitis externa</b>	Furunculosis, Diffuse otitis externa	<b>1</b>
<b>6- Diseases of middle ear</b>	- Suppurative OM - Complications (Mastoiditis, mastoid abscess) - OME	<b>2</b> <b>1</b> <b>1</b>
<b>7- Facial nerve</b>	- Facial nerve paralysis	<b>2</b>
<b>8- Principles of some operations</b>	- Myringotomy - Simple mastoidectomy - Radical mastoidectomy	<b>2</b>
<b>9. Revision and case-presentation</b>		<b>4</b>
	<b>The Nose and Paranasal sinuses</b>	<b>19</b>
<b>1- Examination of nose</b>	- History taking and examination	<b>3</b>
<b>2- Symptoms and signs of nasal diseases:</b>	- Epistaxis, 1st aid measures, hospital management (Training in skill lab)	<b>3</b>

**Undergraduate Program & Courses Specifications**

<b>3- Trauma to the nose</b>	- Fracture nasal bone	<b>1</b>
<b>4- Acute and chronic inflammations of the nose</b>	- Rhinoscleroma, Lupus vulgaris, leprosy	<b>2</b>
<b>5- Allergy and nasal polypi</b>	- Nasal polyposis - ACP and unilateral nasal masses	<b>2</b> <b>2</b>
<b>6- Diseases of nasal septum.</b>	- Deviated septum - Septal haematoma - Septal perforation	<b>2</b>
<b>9. Revision and case-presentation</b>		<b>4</b>
<b>The Mouth and Pharynx</b>		<b>22</b>
<b>1- Examination of pharynx</b>	- History taking, examination	<b>3</b>
<b>2- Diseases of nasopharynx:</b>	- Adenoids - Nasopharyngeal carcinoma: clinical groups of presentations	<b>1</b> <b>1</b>
<b>3- Diseases of oropharynx:</b>	- Acute Tonsillitis - Ulcerations	<b>2</b> <b>2</b>
<b>4- Suppuration of the spaces related to pharynx</b>	- Quinsy - Parapharyngeal abscess - Retropharyngeal abscess	<b>1</b> <b>1</b> <b>1</b>
<b>5- Diseases of hypopharynx</b>	- Plummer Vinson's syndrome - Postcricoid carcinoma - Difference between Dysphagia & soreness	<b>1</b> <b>1</b> <b>2</b>
<b>6- Principles of operations</b>	- Tonsillectomy - Adenoidectomy	<b>2</b>
<b>9. Revision and case-presentation</b>		<b>4</b>
<b>The Larynx</b>		<b>9</b>
<b>1- Examination of the larynx</b>	- History taking and external Lx exam	<b>3</b>
<b>2- Symptoms of Lx diseases:</b>	- Hoarseness of voice - Stridor	<b>3</b>
<b>3- Trauma to larynx</b>	- Emergency measures to save the airway	<b>3</b>
<b>Total Clinical</b>		<b>72</b>

**4. Teaching and Learning Methods:**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5- case study
- 4.6- Problem Solving
- 4.7- Brainstorming
- 4.8- Role-playing
- 4.9- Simulation Models
- 4.10- Presentations
- 4.11- Learning cycle

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%).	- general transferable skills

**Undergraduate Program & Courses Specifications**

	1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	-general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSCE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSCE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course Notes

Handouts of lectures and clinical rounds

## 6.2- Essential Books (Text Books)

- Scott-Brown's Otorhinolaryngology: Head and Neck Surgery (3 volume set) [Hardcover] Michael J Gleeson (Editor), George Browning (Editor), Martin J Burton (Editor), Ray C Clarke (Editor), John Hibbert (Editor), Nicholas Jones (Editor), Valerie J Lund (Editor), Linda M Luxon (Editor), John Watkinson (Editor) (october 2011)

## 6.3- Recommended Books

- Logan Turner's Diseases of the Nose, Throat and Ear: Head and Neck Surgery, 11th Edition Paperback, by [Musheer Hussain](#) (Author), CRC Press; 11 edition (August 16, 2014)

## 6.4- Periodicals, Web Sites, ... etc

Journal of Laryngology and Otology

Laryngoscope

<http://www.orl.nl/>

<http://en.wikipedia.org/wiki/Otolaryngology>

<http://www.thieme.com/SID2448015136621/ebooklibrary/flexibook/pubid822091516/index.html>

<http://www.mayoclinic.org/ent-rst>

**7. Facilities Required for Teaching and Learning**

- Slide projector
- PowerPoint programs and data show
- Other multimedia for case presentation and clinical skills

**Undergraduate Program & Courses Specifications**

- Audiovisual system in the operative theatre to be acquainted with common operations
- Skill lab

**Course Coordinator:** Ramadan Hashem Sayed,

**Head of Department:** Mohamed Abdel-Kader Ahmad,

**Date:** 31 / 7 /2005

**Revised in** 20 /9/ 2008

**Revised in** 9/2009

**Revised in** 5/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014

**Course  
Specification of  
Internal  
Medicine for  
the 5<sup>th</sup> year  
Undergraduates**

**Undergraduate Program & Courses Specifications****Course Specification of Internal Medicine for the 5<sup>th</sup> year Undergraduates****Sohag University****Faculty of Medicine****Course Specifications**

1. **Program(s) on which the course is given:** MBChB
2. **Major element of program**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Departments of Internal Medicine, Neurology and Psychiatry, Tropical medicine, Chest diseases, Dermatology, Veneriology and Andrology, Radiodiagnosis, and Clinical and Chemical Pathology
5. **Academic year / Level:** Fifth and sixth years / undergraduate level for old bylaw and fifth year only for new bylaw
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
18. **Last date of specification approval:** 17/3/2014.

**a) Basic Information****Title:** Internal Medicine for undergraduate students**Code:** IMED500 (IMED510, IMED520, IMED530, IMED540, IMED550, IMED560, IMED570, IMED580, IMED590, IMED591, IMED592, IMED593, IMED594)**Hours:**

<b>Lectures</b>	6 hrs. /W X 36 weeks	= 216 hrs
<b>Practical</b>	18hrs /W X 24weeks in turn	= 432 hrs
<b>Total</b>		648 hrs

**b) Professional Information****1. Overall Aims of Course**

The course enable the students to:

- Recognize the etiology; the pathogenesis; and the clinical, laboratory and pathologic manifestations of the diseases or medical conditions they are likely to confront in the practice of their specialty.
- Diagnose medical conditions through proper history taking, physical examination and selection of required investigation.
- Communicate with patients and patients' families about all of their concerns regarding the patients' health and well-being
- Relate the economic, psychological, occupational, social, and cultural factors that contribute to the development and/or prognosis of medical conditions that impair health
- Apply the principles of evidence-based medicine and cost effectiveness in making decisions about the utilization of limited medical resources

**2. Intended Learning Outcomes of Course (ILOs)**

**Undergraduate Program & Courses Specifications****a. Knowledge and Understanding:****By the end of the course, students should be able to:**

- a1. Describe the spectrum of clinical symptomatology related to different body systems and conditions of with multisystem reflections.
- a2. Mention emergency medical disorders.

**b. Intellectual Skills:****By the end of the course, students should be able to:**

- b1. Interpret the most important symptoms and signs of disease to put provisional diagnosis and differential diagnosis of medical disorders.
- b2. Formulate appropriate management plans for individual patients presenting with the most common medical disorders.
- b3. Make decisions regarding common clinical situations using appropriate problem solving skills.
- b4. Interpret X-ray and CT films, blood, blood picture & ECG covering the most important medical conditions.

**c. Professional and Practical Skills:****By the end of the course, students should be able to:**

- c1. Take a good medical history.
- c2. Measure vital signs adequately.
- c3. Conduct a proper general examination and identify normal and major abnormal physical signs.
- c4. Conduct proper regional examination of the thorax and abdomen by inspection, palpation, percussion and auscultation to identify:
  - Surface anatomy of internal organs.
  - Normal physical signs.
  - Major abnormal physical signs.
- c5. Develop and present a comprehensive medical history and physical examination.
- c6. Identify the appropriate supportive investigations relevant to medical condition.
- c7. Recognize the indications for consulting higher levels or reference to other disciplines.

**d. General and Transferable Skills:****By the end of the course, students should be able to:**

- d1. Acquire skills of professional behavior, team work capabilities and skills of communications with fellows .
- d2. Communicate effectively with patients and their families.
- d3. Get relevant updated information through proper internet search.

**3. Contents****I- Lectures:**

<b>Modules</b>	<b>Hours</b>
Cardiology	24
Hematology	16
Hepatology	18
Endocrinology and diabetes	16
Nephrology	9

**Undergraduate Program & Courses Specifications**

Gastroenterology	11
Rheumatology	8
General medicine	8
Neurology	22
Respiratory disease	22
Tropical medicine	22
Dermatology	24
Clinical pathology	16
<b>Total</b>	<b>216</b>

**II-Practical:** (Total 432 hrs)

- 1- Internal medicine branches (cardiology, hematology, hepatology, endocrine, nephrology, gastroenterology, rheumatology and general):. 3 (hrs) × 6 (days) × 12 (weeks)= 216 hrs.
- 2- Chest, neurology, dermatology and tropical med. ∴3 (hrs) × 6 (days) × 12 (weeks)=216 hrs

**DETAILED CONTENTS****1 –Cardiology:****Cardiology teaching (Methodology):**

A combination of strategies are used to reach the above mentioned objects, this include lectures, clinical word rounds, practical classes and self teaching.

**1-Lectures :** 24 lectures each is one hour are given to accompany the clinical and the practical teaching. They are designed to cover the sailent features, difficult aspects, recent advances not usually incorporated in students text books and specific personal practices of the following subjects:

**A-Lectures (24 hours): Topics:**

<b>Module</b>	<b>No of hours</b>
Rheumatic fever	1
Infective endocarditis	1
Valvular diseases	2
<u>Coronary artery diseases</u> -Acute coronary syndromes -Chronic ischemia	3
Systemic Hypertension	2
Adult Congenital Heart Diseases	2
<u>Cardiomyopathy:</u> -dilated cardiomyopathy -Hypertrophic cardiomyopathy -Restrictive cardiomyopathy	1
<u>Arrhythmias:</u> -Tachyarrhythmias --Bradyarrhythmias	3

**Undergraduate Program & Courses Specifications**

<u>Heart failure</u> -Systolic Heart Failure -Diastolic Heart Failure -High cardiac output heart failure	2
<u>Pericardial diseases</u> -pericarditis -pericardial effusion	1
Myocarditis	1
Cardiovascular manifestations of systemic diseases	1
Pulmonary embolism	1
Cor pulmonale	1
<u>Investigations in cardiology:.</u> X-Ray, ECG Stress ECG, Coronary angiography	2
<u>Total</u>	24

**B- Practical teaching (cardiology)**

Practical Topics:

- 1-Cardiovascular history taking
  - 2-Cardiac examination (including pulse BP, and Jugular venous pressure comment)
  - 3-Cardiac valve lesions
  - 4-Rheumatic heart disease
  - 5-Infective endocarditis
  - 6-Heart failure
  - 7-Cardiomyopathy
  - 8-Adult congenital heart diseases
  - 9-Pericardial effusion
  - 10-Atrial fibrillation
  - 11-Interpretation of certain ECG abnormalities: Acute myocardial infarction, ischemic heart disease, atrial fibrillation, ventricular tachycardia,....
- 3-Self learning: This include:
- Personal or group ward responsibilities including follow up of inpatients in the department.
  - Cardiology outpatient sessions in which the student examine the patients with the assistant lecturer to recognize the presenting

**2-Endocrinology:**

**Undergraduate Program & Courses Specifications****A- lectures (16 hours): Topics:**

<b>Module</b>	<b>No of hours</b>
Disorders of the anterior pituitary and the hypothalamus	2
Growth axis, Short stature	1
Disorders of the neurohypophysis "Diabetes Insipidus"	1
<u>Disorders of the thyroid gland</u> Hypothyroidism Hyperthyroidism Thyroid malignancy	2
<u>Disorders of the adrenal cortex:</u> -Cushing syndrome -Aldosteronism -Adrenogenital syndrome -Hypoadrenalism -Clinical uses of corticosteroids	2
Pheochromocytoma	1
Disorders of calcium metabolism' Parathyroid gland"	1
Endocrinology of blood pressure control	1
Diabetes mellitus	3
Hypoglycemia	1
Multiple endocrine system affection	1
Total	16

**B-Practical teaching in endocrinology****Practical topics:.**

- 1-History taking of various endocrinal disorders
- 2-Anthropometric measurements, Body mass index
- 3- Obesity, morbid obesity
- 4-Short stature
- 5-Thyrotoxicosis
- 6-Myxedema
- 7-Cushing syndrome
- 8-Acromegally
- 9-Pheochromocytoma
- 10-Diabetic commas

**3-Hematology:****A- lectures (16 hours): Topics:**

<b>Module</b>	<b>No of lectures</b>
Anemias; -Iron deficiency anemia -Megaloplastic anemia -Hemolytic anemias -Aplastic anemia	2

**Undergraduate Program & Courses Specifications**

Polycythemia vera, and secondary polycythemia	1
Other myeloproliferative diseases: -Myelofibrosis -Essential thrombocytosis -Chronic myeloid leukemia	2
Acute leukemias	2
Lymphomas	2
Plasma cell disorders	1
Myelodysplasia	1
Disorders of platelets and vessel wall "Thrombocytopenia" -Purpura	2
Disorders of coagulation and thrombosis: -Hemophilias -Thrombophilias	2
Anticoagulants	1
Total	16

**B- Practical hematology: Topics**

1. History taking in hematological disorders
2. pallor
3. Differential diagnosis of Lymphadenopathy
4. differential diagnosis of Hepatosplenomegaly
5. Acute leukemias
6. Chronic leukemias
7. Purpura
8. Bleeding tendency
9. Cases who need blood transfusion (Observation of the technique, and follow up)

**4-Rheumatology:****A- Lectures (8 hours): Topics:**

Module	No of lectures
<b>Classification and DD of arthropathies</b>	1
<b>Rheumatoid arthritis</b>	1
<b>Seronegative arthropathies</b>	1
<b>Systemic lupus erythematosus</b>	1
<b>Systemic sclerosis</b>	1
<b>Gout and other crystal deposition arthropathy</b>	1
<b>Systemic Vasculitis</b>	1
<b>Osteoporosis</b>	1
<b>Total</b>	8

**B-Practical rheumatology: Topics:**

- 1-History taking in collagen diseases
- 2-Joint examination
- 3-Rheumatoid arthritis
- 4-Systemic lupus erythematosus

**Undergraduate Program & Courses Specifications**

5- Scleroderma

6- Gout

7- Polyarteritis nodosa

8- Reach interpretation of X ray, laboratory markers that occur with autoimmune diseases

**5-Nephrology :****A-Lectures (9 hours): Topics:**

<b>Module</b>	<b>No of lectures</b>
<u>Major clinical syndromes in nephrology:</u> Nephrotic syndrome Acute nephritic syndrome	<b>1</b>
Glomerulonephritis	<b>1</b>
<u>Disturbed renal function:</u> Acute renal failure Chronic renal failure Renal dialysis and Renal transplantation	<b>3</b>
<u>Tubulointerstitial disease</u> Interstitial nephritis Inherited tubular disorders Drug induced renal disorders	<b>1</b>
<u>Urinary tract infections:</u> Acute and chronic pyelonephritis	<b>1</b>
Water, electrolyte and acid-base balance	<b>1</b>
Total	<b>8</b>

**B-Practical nephrology: Topics:**

- 1- History taking in renal disorders
- 2- Nephrotic syndrome
- 3- Generalized oedema
- 4- Acute nephritis
- 5- Chronic renal failure
- 6- Acute renal failure
- 7- DD of Renal mass

**6-Gastroenterology and hepatology:****A-Lectures (29 hours): Topics:**

<b>Module</b>	<b>No of lectures</b>
Esophagus	1
Gastroesophageal junction disorders	1
Peptic ulcer and gastritis	2
Diarrhea and dysentery	1
Malabsorption syndrome	1
Inflammatory bowel disease	2

**Undergraduate Program & Courses Specifications**

Irritable bowel syndrome	1
Gastrointestinal malignancy	1
Approach to the patient with hepatic disease	1
Evaluation of liver function	1
Hyperbilirubinemia	1
Jaundice	2
Acute hepatitis	1
Chronic hepatitis	1
Cirrhosis	2
Portal hypertension	1
Upper GI bleeding	1
Hepatocellular failure	2
Hepatocellular carcinoma	1
Ascites and peritoneal diseases	1
Gall bladder disease	1
Focal hepatic lesions	1
Pancreatitis	1
Total	29

**Practical GIT and Hepatology:****Topics:.**

1. History taking of gastroenterology and hepatobiliary disorders
2. Abdominal masses including malignancies, hepatomegally & splenomegaly
3. Vitamine deficiencies manifestations
4. Ascites
5. Weight loss causes and detection
6. Hepatocellular failure
7. Gastrointestinal bleeding evaluation
8. Acute and chronic hepatitis
9. Gastroenteritis
10. Jaundice
11. Pancreatitis

**7-General topics:**

<b>Module</b>	<b>No of lectures</b>
Nutrition requirement, Malnutrition	2
Obesity	1
Vitamins deficiency	2
Dyslipidemia	1
Smoking	1
Basic life support and cardiopulmonary resuscitation	1
Total	8

**8-Respiratory disease:**

**Undergraduate Program & Courses Specifications****A-Lectures (22 hours): Topics:**

<b>Module</b>	<b>No of lectures</b>
Asthma	2
COPD	3
Upper respiratory infections	1
Pneumonias	2
Suppurative syndrome	2
Tuberculosis	2
Interstitial disease	2
Respiratory failure	2
Malignancy:-bronchial adenoma bronchiogenic carcinoma Malignant pleural effusion and methocelioma	3
Lung in systemic disease	1
Mediastinal syndrome	1
Arterial blood gases	1
Total	22

**B- Practical respiratory disease:. (3 hrs × 6days ×3weeks=54 hrs)****Topics:**

- 1-History taking of chest diseases
- 2-Chest examination
- 3-Cyanosis tremors
- 4-Bronchial asthma,
- 5-Chronic obstructive airway diseases
- 6-Pleural effusion
- 7-Tuberculosis
- 8-Cancer lung
- 9-Mediastinal syndrome
- 10 Chest infection
- 11-Chronic suppurative lung diseases
- 12-Interstitial lung fibrosis
- 13-Interpretation of X-ray chest

**9-Neuropsychiatry teaching****A –Lectures (22 hours): Topics:**

<b>Module</b>	<b>No of lectures</b>
Epilepsy	2
Stroke	2
Paraplegia and spinal cord and Neurogenic Bladder	1
Muscle diseases	1
Periopheral neuropathy	1
Demylinating diseases	1
Headache	1

**Undergraduate Program & Courses Specifications**

Motor Neuron Disease	1
Cerebellar disorders	1
Movement Disorders	1
Cranial nerves and speech	1
Dementia and coma	1
Tumours and Brain odema	1
CNS infections	1
Organic Psychosis	1
Mood Disorders	2
Anxiety disorders	1
Psychotic disorders	2
Total	22

**B-Practical neuropsychiatry (65 hours);. (3 hrs × 6days ×3weeks=54 hrs)**

**Topics:**

- 1-History taking in neurology
- 2-Neurological examination
- 3-Cerebrovascular stroke
- 4-Hemiplegia
- 5-Paraplegia
- 6-Ataxia
- 7-Parkinsonism
- 8-Chorea
- 9-Cranial nerve palsy
- 10 -Myopathy
- 11- Prepheral neuropathy
- 12- Psychatric history and mental state examination
- 13- Mood disorders
- 14- Anxiety disorders
- 15- Psychotic disorders

**Undergraduate Program & Courses Specifications****9- Teaching of Tropical Medicine****Lectures: 22 hs: Topics:**

<b>Title</b>	<b>Sessions</b>	<b>Hours</b>
Fever : definition, pattern, pathogenesis and PUO.....	1	1
Bacterial infections: Streptococcal and staphylococcal infections, Diptheria and Anthrax	2	2
Clostridial diseases (gas gangrene, tetanus, botulism, pseudomembranous colitis)	1	1
Typhoid fever and other salmonella infections	1	1
Brucellosis	1	1
Rickettsial diseases and viral infections of the upper respiratory tract	1	1
Acute and chronic viral hepatitis and their sequelae	3	3
HIV and associated infections	1	1
Rabies	1	1
Shistosomiasis, Fascioliasis, Heterophyes	2	2
Hydatid disease and other cestodes	1	1
Intestinal nematodes	1	1
Tissue nematodes	1	1
Amaebiasis, giardiasis	1	1
Malaria, Toxoplasmosis	1	1
Infectious diarrhea and food poisoning	1	1
Antimicrobial chemotherapy and vaccines	2	2
<b>Total</b>	<b>22</b>	<b>22</b>

**Clinical teaching: (3 hrs × 6days ×3weeks=54 hrs):****Topics:**

- History taking.
- Symptomatology of the GIT.
- General examination.
- Abdominal examination.
- Pallor and its differential diagnosis.
- Jaundice and its differential diagnosis.
- Ascites and its differential diagnosis.
- Hepatocellular failure and hepatic encephalopathy.
- Portal hypertension and its causes and management.
- Hepatomegaly and splenomegaly and their differential diagnosis.
- Emergencies: GIT bleeding, hepatic encephalopathy, fulminant hepatic failure.

**Undergraduate Program & Courses Specifications****10-Radiology teaching (10 hours practical):**

Topics	No of hrs
Interpretation of conventional X-rays	4
Ultrasonography	1
CT scanning	2
Angiography	1
MRI	1
Radio-isotopic diagnosis	1
Total	10

**11-Teaching in Laboratory Medicine (16 hours):**

Topics	No of hrs
Urine examination	1
Stools examination	1
Blood picture	3
ESR, inflammatory markers	3
Bone marrow exam	2
Liver function tests	2
Renal function tests	2
CSF and other body fluids	2
Total	16

**12- Dermatology teaching(24 hours lectures):**

Topics	No of lecturers
Pyogenic infections of skin	1
Viral infections of skin	1
Fungal infections of skin	1
Parasitic skin diseases	1
Mycobacterial infections	1
Eczema and hypersensitivity	1
Erythematous-squamous diseases	2
Collagen vascular disorders	3
Acne vulgaris	1
Milliaria / Disorders of melanin pigmentation	1
Diseases of hair	3
Urethritis	1
Syphilis and genital ulcers	1
AIDS	2
Male sexual dysfunction	3
Male infertility	1
Total	24

**Clinical teaching: (3 hrs × 6days ×3weeks=54 hrs)****4. Teaching and Learning Methods**

**Undergraduate Program & Courses Specifications**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5- case study
- 4.6- Problem Solving
- 4.7- Brainstorming
- 4.8- Role-playing
- 4.9- Simulation Models
- 4.10-Presentations

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSCE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10% 3.a.2.Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSCE (30%)  3.c. Structured Oral Exams (10%)	-knowledge,intellectual skills -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course notes:

- Department of internal medicine lectures notes; Cardiology, Chest diseases, Dermatology, Tropical, Neurology & Psychiatry
- Department books (Tropical, Neurology & Psychiatry, Chest diseases, Dermatology)

## 6.2- Essential Books (Text Books)

- Hutchinson's Clinical Medicine, Davidson's Principles and Practice of Medicine, Kumar & Cecil

## 6.3- Recommended Books

- Clinical examination, Macleod, Munro, A guide to physical examination, Barbara Bates

## 6.3- Periodicals, Web Sites, of Internal Medicine

**Undergraduate Program & Courses Specifications****7. Facilities Required for Teaching and Learning**

- Lecture rooms
- Rooms for practical teaching
- Accessibility to hospital wards, clinics and emergency department
- Audio-visual teaching equipments (computers, data show projector, video, etc.)
- Models and mannequins
- Video tapes and scientific pictures archives.
- Radiology collections and archives.
- Library.

**Course Coordinator: Lecturer.** Mervat Mohamed Ahmed Attia

**Head of Department: Prof .** Hasan A. Shehata.

**Date: 31/7/2005**

**Revised in 20/9/2008**

**Revised in 11/2009**

**Revised in 15/9/2010**

**Revised in 10/1/2012**

**Revised in 1/12/2013**

**Revised in 3/3/2014**



جامعة سوهاج  
كلية الطب البشري



Undergraduate Program & Courses Specifications

# Course Specifications of Paediatrics for 5<sup>th</sup> Undergraduates

## Undergraduate Program &amp; Courses Specifications

Course Specifications of Paediatrics for 5<sup>th</sup> Undergraduates

Sohag University

Faculty of Medicine

## Course Specifications

1. **Program(s) on which the course is given:** MBBCH
2. **Major element of program:**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Pediatric Department
5. **Academic year / Level:** Fifth Year / under graduate level
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
19. **Last date of specification approval:** 17/3/2014.

## a) Basic Information

**Title:** Pediatrics for undergraduate      **Code:** PEDI 500

**Hours:**

<b>Lecture</b>	3 hrs/w X 36 weeks	=108 hrs
<b>Practicals</b>	18hrs/w for 12 weeks in turn	=216hrs
<b>Total</b>		324 hr

## b) Professional Information

1. Overall Aims of Course:

- To provide the student with the knowledge that enables him/her to identify the normal growth and development (physical, physiologic, psychosocial), and its clinical application from birth through adolescence
- To enable the students to provide basic health care for individuals in the Pediatric age group (neonates, infants, children, and adolescents)
- To provide the student with an appropriate background covering the common and important Pediatric emergencies and diseases)
- To provide the student with the skills necessary for appropriate professional attitudes, effective communications and problem solving .

2. Intended Learning Outcomes of Course (ILOs)a. Knowledge and Understanding:

**By the end of the course, students should be able to:**

- a1. Describe normal growth and development during infancy, childhood and adolescence.
- a2. Describe appropriate management for abnormalities affecting growth and development.
- a3. Demonstrate an understanding of the impact of congenital and inherited diseases on children and their families.
- a4. Determine the nutritional requirements and the most common nutritional disorders affecting infants and children, and describe appropriate management for such disorders.

**Undergraduate Program & Courses Specifications**

- a5. Describe the causes and pathogenesis of the most important neonatal and Pediatric problems.
- a6. Describe the clinical symptoms and signs of the most important neonatal and Pediatric problems.
- a7. Identify the appropriate diagnostic tools (and describe how they would be interpreted) and therapeutic lines for the most important neonatal and Pediatric problems.
- a8. Describe the indications, contraindications, administration and precautions of the immunizations necessary for infants and children according to the national schedule and the condition of the child.
- a9. Recognize the most important behavioral and social issues during childhood and adolescence.
- a10. Describe appropriate measures for health promotion as well as prevention of disease and injury in infants, children and adolescents.
- a11. Cite the management priorities for different neonatal and Pediatric emergencies.

**b. Intellectual Skills;****By the end of the course, students should be able to:**

- b1. Interpret the most important symptoms and signs of disease in Pediatric patients to put provisional and differential diagnosis.
- b2. Formulate appropriate management plans for individual patients presenting with the most common Pediatric disorders.
- b3. Make decisions regarding common clinical situations using appropriate problem solving skills.
- b4. Interpret X ray and CT films, blood gas and blood picture reports covering the most important Pediatric conditions.
- b5. Communicate effectively with children, adolescents and their families.
- b6. Demonstrate appropriate professional attitudes and behaviors in different practice situations.

**c. Professional and Practical Skills:****By the end of the course, students should be able to:**

- c1. Construct a proper history for a patient in the Pediatric age group.
- c2. Check vital signs in neonates, infants, children and adolescents.
- c3. Perform an adequate clinical examination for a patient in the Pediatric age group and identify deviations from normal.
- c4. Assess physical and mental development in neonates, infants, children and adolescents according to standard milestones and recognize abnormalities.
- c5. Perform appropriate clinical and anthropometrics assessments for the nutritional status of infants and children.
- c6. Recognize different neonatal and Pediatric emergencies.

**d. General and Transferable Skills**

- d1. Acquire of professional behavior and team work capabilities.
- d2. Develop skills of communication with the patients .
- d3. Develop skills of communications with fellows .
- d4. Presenting , analyzing and solving of clinical problems .

**Undergraduate Program & Courses Specifications****3. Contents**

Topic	Lecture	Tutorial/Practical	No. of hours
Growth and Development	5.5	11	16.5
Nutrition and Infant Feeding	11	22	33
Perinatology/ Neonatology	11	22	33
Social and Preventive Pediatrics	5.5	11	16.5
Genetics and Dysmorphology	2.5	5	7.5
Nephrology	5.5	11	16.5
Cardiovascular System	8	16	24
Respiratory System	8	16	24
Hematology/Oncology	8	16	24
Infectious and Parasitic Diseases	8	16	24
Endocrinology and Metabolism	5.5	11	16.5
Neuromuscular Disorders	8	16	24
Gastroenterology and Hepatology	8	16	24
Pediatric Emergencies	11	22	33
Behavioral Pediatrics	2.5	5	7.5
<b>Total</b>	<b>108 hrs</b>	<b>216hrs</b>	<b>324</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5- case study
- 4.6- Problem Solving
- 4.7- Brainstorming
- 4.8- Role-playing
- 4.9- Simulation Models
- 4.10- Presentations
- 4.11- Learning cycle

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continuous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSCE (5%)	-knowledge - intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1.Short essay:10%	-knowledge

**Undergraduate Program & Courses Specifications**

	3.a.2. Structured questions: 10%	-knowledge, intellectual skills
	3.a.3. MCQs: 10%	- knowledge, intellectual skills
	3.a.4. Commentary, Problem solving 10%	-general transferable skills, intellectual skills,
	3.b. OSCE (30%)	- Practical skills, intellectual skills
	3.c. Structured Oral Exams (10%)	-knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course Notes

- o Pediatric department book and Lectures note

## 6.2- Essential Books (Text Books)

- o Kliegman, Bouith, Stanton, Josep., Nelson textbook of Pediatrics, 19<sup>th</sup> edition., Elsevier, 2012.

## 6.3- Recommended Books

- o Marcdante, Kliegman, Nelson Essentials of pediatrics, 7<sup>th</sup> , edition, Elsevier, 2010.

## 6.4- Periodicals, Web Sites, ... etc

- <http://www.learnpediatrics.com>
- <http://www.vh.org/pediatric/provider/pediatrics/>
- <http://www.generalpediatrics.com/>
- <http://www.pediatriceducation.org/>

## 6.5 overhead projectors, slides and computer presentations used during teaching.

**7. Facilities Required for Teaching and Learning**

- Lecture rooms
- Round rooms
- Accessibility to hospital wards, clinics and emergency department
- Audio-visual teaching equipments (Computer, Projector, Video etc)
- Models and mannequins
- Video tapes , scientific pictures archives .
- Radiology collections & archives .

**Course Coordinator:** Dr. Ismail Abdel-Aleem Hassan

**Head of Department:** D. Mohamed A. Mohamed

**Date:** 31/7/2005

**Revised in** 20/9/2008

**Revised in** 11/2009

**Revised in** 15/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014

# **Course Specifications of Obstetrics & Gynaecology for 6<sup>th</sup> year Undergraduates**

**Undergraduate Program & Courses Specifications****Course Specifications of Obstetrics & Gynaecology For 6<sup>th</sup> year Undergraduates**

Sohag University

Faculty of Medicine

**Course Specifications**

1. **Program(s) on which the course is given:** MBBCh
2. **Major element of program:**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Department of Obstetrics and Gynecology
5. **Academic year / Level** 6<sup>th</sup> years
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
7. **Last date of specification approval:** 17/3/2014.

**a) Basic Information****Title:** Obstetrics and gynecology course for undergraduates**Code:** OBGY 600 (OBGY610, OBGY620, OBGY630)**Hours:**

<b>Lecture</b>	3 hrs/w X 36 weeks	=108 hrs
<b>Practicals</b>	18hrs/w for 12 weeks in turn	=216hrs
<b>Total</b>		324 hr

**b) Professional Information****1. Overall Aims of Course**

- The course enables the students to provide pre-conceptual care
- The course enables the students to provide the student with an appropriate background covering antenatal care, including identification of risk factors
- The course enables the students to provide the student with the knowledge, and skills that enable him/her to provide appropriate management of normal labor in addition to early detection and referral of abnormalities and complications of labor
- The course provides the knowledge that enable the student to define and detect abnormal fetal conditions with emphasis on causes, diagnosis and brief management of each condition
- The course enables the students to provide the student with the knowledge and background covering preventive care and counseling for infertility
- The course enables the students to provide the student with the knowledge about reproductive health services including fertility regulation as a national health priority
- The course enables the students to provide the student with the knowledge, and skills that enable him/her to detect, manage and/or refer common and important obstetrics and gynecological diseases and emergencies (causes, diagnosis and management)

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:****By the end of this course, the students should be able to:**

**Undergraduate Program & Courses Specifications**

- a1. Describe clinical anatomy and embryology of the female genital tract with illustration of the basic and surgical anatomy of the female pelvis and fetal skull.
- a2. Identify the basic physiological changes produced by pregnancy occurring in each trimester and the basic principles of antenatal care.
- a3. Describe the basic physiological background of fertilization, implantation and early development and abnormalities of the fetus, placenta, amniotic fluid and umbilical cord.
- a4. Identify the importance of preconceptional care including counseling of patients regarding common life issues
- a5. Explain the physiology of female reproductive life phases; puberty, ovarian and menstrual cycles, climacteric.
- a6. Discuss the types, causes and treatment of amenorrhea, dysmenorrhea, abnormal uterine bleeding and premenstrual syndrome (PMS).
- a7. Explain the physiology, mechanism and management of normal labor, puerperium and intra- partum fetal monitoring.
- a8. Describe techniques for assessing newborn status, immediate care of the normal newborn and explain situations requiring immediate intervention in the newborn care.
- a9. Mention diagnosis, differential diagnosis, complications and enumerate lines of management of pregnancy-specific disorders [Hyperemesis gravidarum, Pre-eclampsia and eclampsia].
- a10. Mention diagnosis, differential diagnosis, complications and enumerate lines of management of common pregnancy-associated medical disorders [Anemia, Urinary tract infection, Cardiac valvular diseases, Diabetes mellitus].
- a11. Define, enumerate risk factors, pathogenesis, diagnosis, fate, complications and lines of management of obstetric hemorrhage and shock [early, late, postpartum]
- a12. Mention different methods of assessment of fetal well-being during pregnancy and state basic diagnostic.
- a13. Identify etiology, pathology, diagnosis, complications and management of common fetal disorders
- a14. Explain the physiology, mechanism and management of abnormal labor
- a15. Identify the magnitude of the infertility problem and its different etiologies, basic diagnostic tools, and treatment options
- a16. Mention causes, types, and methods of diagnosis and management of lower and upper genital tract infections.
- a17. Explain the magnitude of causes and management of pelvic floor prolapse, complete perineal tear, genitourinary fistula problems
- a18. Mention the magnitude of endometriosis, and enumerate diagnostic and management options
- a19. Describe the pathology, classification and clinical picture of cervical, uterine, ovarian, and vulval cancers, with emphasis on screening methods and early recognition and broad lines of management of these conditions
- a20. Mention common gynecological operations as regards indications, technique [described in brief] and complications
- a21. List different family planning methods (their uses, types, advantages, disadvantages, side effects and complications).

**b. Intellectual Skills:**

**Undergraduate Program & Courses Specifications****By the end of this course, the students should be able to:**

- b1. Comprehend symptoms and signs of common gynecological problems to reach a proper diagnosis.
- b2. Calculate the gestational age of a pregnant lady through history taking, focused clinical examination, beta-hCG level, and ultrasound assessment.
- b3. Interpret different US photos and reports for different clinical scenarios.
- b4. Differentiate between normal pregnancies and high risk pregnancies.
- b5. Distinguish between different causes of bleeding in early pregnancies with judgment of life threatening conditions as hypovolemic shock of inevitable abortion, disturbed ectopic pregnancy through vital signs, general, abdominal and pelvic examinations
- b6. Interpret the warning signs of late pregnancy and criteria for early referral to specialized centers.
- b7. Evaluate the risk of bleeding in late pregnancy and how to start management.
- b8. Prioritize different methods needed for assessment of fetal well being and discriminate criteria of asphyxiated fetuses which need immediate intervention.
- b9. Analyze findings on partograph in management of normal labor and distinguish cases requiring referral
- b10. Evaluate the female during labor and early detect obstructed labor.
- b11. Choose the most appropriate contraceptive methods for different clinical scenarios.

**c. Professional and Practical Skills**

- c1. Obtain patient history with emphasis on obstetric and menstrual histories
- c2. Perform basic adult physical examination, including vital signs
- c3. Examine pregnant women for medical or obstetric complications /conditions such as diabetes, heart disease, anemia, bleeding, hypertension (including eclampsia/pre-eclampsia) and renal and genital infections
- c4. Perform routine obstetric and gynecologic examination including bimanual examination
- c5. Examine patients for common gynecological complications /conditions such as genital prolapse, pelviabdominal mass, infertility, amenorrhea and vaginal bleeding
- c6. Perform the following skills in simulated practice: abdominal, bimanual and speculum examination; cervical assessment in labour; manage normal labour, third stage, breech delivery and retained placenta; perform and repair episiotomy; insert IUD, urethral catheter and implant and examine breast
- c7. Observe bimanual, speculum examination, normal labor and episiotomy and interpret ultrasound.
- c8. Assess complications of the third stage of labor and show how to apply first aid management of each till a senior obstetrician is involved.
- c9. Differentiate normal from abnormal neonate through Apgar score.
- c10. Apply diagnostic and therapeutic approaches for common gynecological problems (vaginal discharge, menstrual disorders, pelviabdominal mass, infertility, pelvic pain (acute, chronic), vaginal bleeding).

**d. General and Transferable Skills**

**Undergraduate Program & Courses Specifications**

- d1. Communicate effectively with patients, and their families.
- d2. Deliver information to the patients and their families in a human and respectable manner.
- d3. Communicate effectively with other health care providers and community through verbal and non- verbal means of communications
- d4. Respect interdisciplinary team work and solve problems related to work management and among colleagues
- d5. Write patients' records and present them in a proper way.
- d6. Demonstrate ability to retrieve, manage and present information including electronically based technology
- d7. Conduct reliable and responsible behaviours among colleagues and health care providers
- d8. Respect patient will, privacy and dignity.
- d9. Evaluate the performance of colleagues and health care providers. and discuss professional errors in an honest way.
- d10. Apply principles of evidence-based medicine for problem solving/decision-making.
- d11. Counseling a woman for family planning.

**3. Contents**

TOPIC	KNOWLEDGE	PRACTICAL	NO. OF HOURS
<b>OBSTETRICS</b>	63	126	189
<b>1-NORMAL PREGNANCY</b>		16	
- Fertilization, implantation, and early development of the fetus, placenta, cord.	1		
- Placental function, abnormalities of placenta.	1		
- Formation and function of liquor amni, foetal circulation.	1		
- Physiology of pregnancy.	2		
- Diagnosis of pregnancy.	1		
s- Antenatal care.	2		
<b>2-ABNORMAL PREGNANCY:</b>		38	
- Hyperemesis gravidarum, Pyelitis with pregnancy.	1		
- Abortion.	2		
- Ectopic pregnancy.	2		
- Hydatidiform mole.	1		
- Hypertensive disorders during pregnancy.	3		
- Placenta praevia.	1		
- Accidental haemorrhage	1		
- Diabetes with pregnancy.	1		
- Anaemias with pregnancy.	1		
- High-risk pregnancy.	1		
- Polyhydramnios, oligohydramnios.	1		
- Foetal growth and its	1		

## Undergraduate Program &amp; Courses Specifications

disorders.			
- Rh isoimmunization.	1		
- Common foetal anomalies.	1		
- Placental insufficiency. Antepartum assessment of foetal well-being.	1		
3-NORMAL LABOUR, INCLUDING ANALGESIA/ANAESTHESIA:		10	
- Anatomy of female bony pelvis, anatomy of foetal skull.	1		
- Physiology of normal labour.	1		
- Mechanism of normal labour.	1		
- Management of normal labour.	1		
- Analgesia, anaesthesia in obstetrics.	1		
4-ABNORMAL LABOUR:		32	
- Occipito-posterior position.	1		
- Face and brow presentation.	1		
- Breech presentation.	2		
- Shoulder & complex presentation.	1		
- Cord presentation and prolapse.	1		
- Multiple pregnancy.	1		
- Abnormal uterine action.	1		
- Contracted pelvis, cephalopelvic disproportion.	2		
- Soft tissue dystocia.	1		
- Obstructed labour.	1		
- Rupture uterus.	1		
- Lower genital tract injuries during labour.	1		
- Postpartum haemorrhage.	1		
- Other third stage complications.	1		
5-FOETUS-NEONATE:		10	
- Foetal birth injuries.	1		
- Neonatal asphyxia.	1		
- Post-term pregnancy.	1		
- Preterm labour and prematurity.	1		
- I.U.F.D.	1		
7- NORMAL AND ABNORMAL PUERPERIUM:		6	
- Normal puerperium.	1		
- Puerperal sepsis, pyrexia.	2		
8-OPERATIVE OBSTETRICS:		10	

## Undergraduate Program &amp; Courses Specifications

- Induction of labour.	1		
- Instrumental deliveries in modern obstetric practice.	2		
- Cesarean section.	2		
9-ULTRASOUND IN OBSTETRICS:	1	2	
10- MATERNAL AND PERINATAL MORTALITY.	1	2	
<b>GYNECOLOGY</b>	45	88	132
1-ANATOMY AND DEVELOPMENT OF THE FEMALE GENITAL TRACT:		6	
- Anatomy of the female genital organs.	2		
- Development of the female genital tract and its clinical applications.	1		
2-REPRODUCTIVE ENDOCRINOLOGY AND INFERTILITY:		24	
- Physiology of menstruation.	1		
- Puberty.	1		
- Menopause.	1		
- Dysmenorrhea and premenstrual syndrome	1		
- Amenorrhea.	2		
- Ovulation and its disorders.	1		
- Abnormal bleeding from the genital tract.	2		
- Human sexuality and female sexual dysfunction.	1		
- Infertility.	2		
3-REPRODUCTIVE TRACT INFECTIONS:		10	
- Sexually transmitted diseases.	2		
- Pelvic inflammatory disease.	2		
- Lower genital tract infections.	2		
4-DISPLACEMENTS, TRAUMATIC LESIONS, UROGYNECOLOGY:		10	
- Genital prolapse-R.V.F.	2		
- Genito-urinary fistula and stress incontinence.	2		
- Old complete perineal tear & rectovaginal fistula.	1		
5-UTERINE FIBROIDS.	2	4	
6-ENDOMETRIOSIS AND ADENOMYOSIS.	1	2	

**Undergraduate Program & Courses Specifications**

7-GYNECOLOGIC ONCOLOGY:		18	
- Benign swelling of the vulva and cancer vulva.	1		
- Benign swelling of the vagina & cancer vagina.	1		
- Cervical carcinoma.	2		
- Cancer body.	1		
- Ovarian tumours.	3		
- Choriocarcinoma.	1		
8-CONTRACEPTION AND FAMILY PLANNING:		8	
- Hormonal (oral contraceptives-injectables- implants).	2		
- Intrauterine contraception.	1		
- Other methods of contraception (physiologic-barrier, post-coital) female sterilization.	1		
9-BREAST FOR THE GYNECOLOGIST:	1	2	
10-IMAGING IN GYNECOLOGY:	1	4	
11-OPERATIVE GYNECOLOG, INCLUDING ENDOSCOPY:	1	2	
<b>TOTAL</b>	<b>108</b>	<b>216</b>	<b>324</b>

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5-Case study
- 4.6- Problem Solving
- 4.7- Brainstorming
- 4.8- Role-playing
- 4.9- Simulation Models
- 4.10- Projects
- 4.11-Presentations
- 4.12- Learning cycle

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during	- general transferable skills -general transferable skills, intellectual skills - general transferable skills,

**Undergraduate Program & Courses Specifications**

	clinical training	intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSCE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1. Short essay: 10% 3.a.2. Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10%  3.b. OSCE (30%)  3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills,  - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

## 6.1- Course Notes

Lecture notes prepared by the staff member in the department

## 6.2- Essential Books (Text Books)

- Hacker & Moore's Essentials of Obstetrics and Gynecology: With STUDENT CONSULT Online Access, 5e (Essentials of Obstetrics & Gynecology (Hacker)), Neville F. Hacker MD (Author), Joseph C. Gambone DO (Author), Calvin J. Hobel (Author), Saunders; 5 edition (February 18, 2009) Illustrated Obstetrics & Gynecology.

## 6.3- Recommended Books

- Jeffcoat's Gynecology: [edoqs.com/gynecology-text-jeffcoat](http://edoqs.com/gynecology-text-jeffcoat),
- Practical Guide to High Risk Pregnancy and Delivery, Fernando Arias, Elsevier Health Sciences, 2012
- Williams Obstetrics: 23rd Edition [Hardcover]
- F. Cunningham (Author), Kenneth Leveno (Author), Steven Bloom (Author), John Hauth (Author), Dwight Rouse (Author), Catherine Spong (Author), McGraw-Hill Professional; 23 edition (October 29, 2009)

## 6.4- Periodicals, Web Sites, etc

CLINICAL OBSTETRICS AND GYNECOLOGY

COCHRANE LIBRARY

MEDLINE

POPLINE

**7. Facilities Required for Teaching and Learning**

1. Adequate Infrastructure Including Teaching rooms, comfortable desks, good source of aeration, bathrooms, good light

**Undergraduate Program & Courses Specifications**

2. Teaching tools including screens, Computers Including CD (RW), Data shows, Projectors, Flip charts, White boards, Videoplayer, DIG.Ital video camera, Scanner, Copier, Colour and laser printers
3. Computer program for designing and evaluating MCQs.
4. Skills lab.

**Course Coordinator:** Prof. Sabry Mahmoud

**Head of Department:** Prof. Abdu S. Ait-Allah

**Date:** 31/7/2005

**Revised in** 20/9/2008

**Revised in** 9/2009

**Revised in** 15/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Revised in** 3/3/2014

# **Course Specifications of General Surgery for 6<sup>th</sup> year Undergraduates**

## Undergraduate Program &amp; Courses Specifications

**Course Specifications of General Surgery for 6<sup>th</sup> year Undergraduates**

Sohag University

Faculty of Medicine

**Course Specifications**

1. **Program(s) on which the course is given:** MBBCh
2. **Major element of Programs**
3. **Department offering the program:** the whole faculty
4. **Department offering the course:** Department of General Surgery
5. **Academic year / Level** 6<sup>th</sup> years
6. **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
20. **Last date of specification approval:** 17/3/2014.

**a) Basic Information:****Title:** General Surgery**Code:** SURG 600 (SUR610, SURG620, SUR630, SUR640, SUR650, SUR660, SUR670, SUR680)**Hours:**

Lectures: 6 hs/w (total= 216 hs.)

Clinical: general surgery 18 hours /week for 8 weeks&amp; special Surgery = 18 hours/w for 8 weeks (4 weeks urology + 4 weeks orthopedic)

**b) Professional Information****1. Overall Aims of Course are to:**

1. To provide the student with an appropriate background covering the common and/or life threatening surgical emergencies.
2. To provide the student with the knowledge, and skills that enable him/her to identify, analyze, manage and/or refer clinical surgical problems in order to provide efficient, cost effective and human patient care.
3. To enable the development and application of appropriate ethical principles, professional attitude and communication skills

**2. Intended Learning Outcomes of Course (ILOs)****a. Knowledge and Understanding:****By the end of this course the student should:**

- a1. Recognize the common surgical problems in terms of signs, symptoms and investigations.
- a2. List the symptoms and signs of the surgical disorders and principles of investigating a surgical problem.
- a3. Mention preoperative evaluation of the patients for surgical operations and the basics of postoperative complications and care
- a4. Enumerate the acute surgical conditions trauma, their initial management lines as define conditions of referral to senior faculty.

**b. Intellectual Skills**

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b1. Relate well-designed history from the patient or his family and physical examination to put provisional diagnosis and differential diagnosis

a2. Select investigation to reach accurate diagnosis

a3. Interpret the role of imaging and lab. Investigations.

a4. Put measure plane

**c. Professional Skills to teach the student:**

c1. Take proper history from the patient.

c2. Examine the patient thoroughly.

c3. List investigations relevant to the surgical conditions.

**d. General and Transferable Skills: to teach the student how to:**

d1. Communicate with the patients and their family

d2. Deal with the patients in the emergency situations

d3. Interact with the other colleagues and the paramedical staff.

d4. Work in a team.

d5. Perform basic research and handle necessary program in computer.

**3. Contents:****General Surgery**

Title	Lecture
<b><u>TRAUMA</u></b> - Wounds and wound healing - Shock - Blood transfusion - Hemorrhage and hemostatic disorders - Endocrine and metabolic response to injury - Accident and emergency surgery, warfare injuries. - Acute resuscitation and support.	6 hours
<b><u>PATIENT CARE</u></b> - Fluid and electrolyte balance - Nutrition and hyper-alimination - Pre-+ post-operative care. - Postoperative complications. - Intensive care therapy.	6 hours
<b><u>INFECTION</u></b> - Nonspecific infection. - Blood infections. - Hand infection. - Specific infections: gas gangrene, tetanus, TB, viruses and AIDS. Immunology Transplantation	8 hours
<b><u>ONCOLOGY</u></b> - Cysts - Tumours - Ulcers - Cancer chemotherapy - Radiotherapy	6 hours
<b><u>HEAD AND NECK</u></b> - Face and cheeks	13 hours

**Undergraduate Program & Courses Specifications**

- Lips, tongue + floor of the mouth - Disease of the jaw - Salivary glands - Cervical rib and thoracic outlet syndrome - Pharyngeal pouch.	
<b><u>LYMPHATIC SYSTEM</u></b> - Lymphangitis and lymphangioma - Lymph edema and elephantiasis - Lymphadenopathy - Lymphomas	6 hours
<b><u>THYROID GLAND</u></b> - Anatomy and physiology - Congenital anomalies - Inflammations - Simple goiter - Toxic goiter - Malignant goiter <b><u>PARATHYROID GLAND</u></b>	6 hours
<b><u>BREAST</u></b> - Surgical anatomy + physiology - Congenital anomalies and trauma - Inflammation - Benign breast lesions - Breast cancer	4 hours
<b><u>ESOPHAGUS</u></b> - Congenital anomalies - Injuries and inflammation - Hiatus hernia and diaphragm - Benign strictures - Benign tumors - Malignant tumors	4 hours
<b><u>ABDOMINAL WALL</u></b> - Incisions and injuries - Diseases of the abdominal wall	2 hours
<b><u>ABDOMINAL HERNIA</u></b> - Inguinal hernia - Femoral hernia - Umbilical hernia - Ventral hernias - Incisional hernia - Internal herniation	4 hours
<b><u>PERITONEAL CAVITY</u></b> - Peritoneum - Omentum and mesentery - Retroperitoneum	4 hours
<b><u>STOMACH AND DUODENUM</u></b> - Congenital anomalies - Diverticula and foreign bodies - Acute gastric dilatation	6 hours

## Undergraduate Program &amp; Courses Specifications

<ul style="list-style-type: none"> <li>- Gastric volvulus</li> <li>- Peptic ulcer disease</li> <li>- Neoplasms of the stomach and duodenum</li> </ul>	
<p><b><u>SMALL AND LARGE INTESTINES</u></b></p> <ul style="list-style-type: none"> <li>- Congenital anomalies and megacolon</li> <li>- Inflammatory bowel diseases</li> <li>- Diverticular disease</li> <li>- Malabsorption</li> <li>- Intestinal ischemia</li> <li>- Tumors of the small intestines</li> <li>- Tumors of the large intestines</li> <li>- Intestinal obstruction</li> <li>- Intestinal stomas and fecal fistula</li> </ul>	8 hours
<p><b><u>VERMIFORM APPENDIX</u></b></p> <ul style="list-style-type: none"> <li>- Acute appendicitis</li> <li>- Acute abdomen</li> <li>- Complicated appendicitis</li> <li>- Chronic appendicitis</li> </ul>	2 hours
<p><b><u>RECTUM AND ANAL CANAL</u></b></p> <ul style="list-style-type: none"> <li>- Surgical anatomy and physiology</li> <li>- Congenital anomalies</li> <li>- Hemorrhoids and anal fissure</li> <li>- Anorectal suppurations and anal fistula</li> <li>- Rectal prolapse and fecal incontinence</li> <li>- Benign and malignant tumours</li> </ul>	6 hours
<p><b><u>HEPATOBIILIARY SYSTEM</u></b></p> <ul style="list-style-type: none"> <li>- Congenital anomalies and injuries of the liver</li> <li>- Liver abscess</li> <li>- Cysts and tumours of the liver</li> <li>- Liver cirrhosis and portal hypertension</li> </ul>	6 hours
<p><b><u>BILIARY TRACT</u></b></p> <ul style="list-style-type: none"> <li>- Congenital anomalies</li> <li>- Injuries of the GB and hematobilia</li> <li>- Gall stones</li> <li>- Acute cholecystitis</li> <li>- Chronic cholecystitis</li> <li>- Surgical jaundice</li> </ul>	4 hours
<p><b><u>PANCREAS</u></b></p> <ul style="list-style-type: none"> <li>- Surgical anatomy and physiology</li> <li>- Pancreatitis</li> <li>- Pancreatic cysts</li> <li>- Pancreatic tumours</li> </ul>	4 hours
<p><b><u>SPLEEN</u></b></p> <ul style="list-style-type: none"> <li>- Surgical anatomy and physiology</li> <li>- Infection and cysts of the spleen</li> <li>- Rupture spleen</li> <li>- Tumours of the spleen</li> <li>- Hypersplenism</li> <li>- Splenectomy</li> </ul>	6 hours

**Undergraduate Program & Courses Specifications**

<b><u>SUPRARENAL GLANDS</u></b> - Pheochromocytoma - Hypoadrenalism - Suprarenal tumours	2 hours
<b><u>SKIN AND SUBCUTANEOUS TISSUE</u></b> - Burns - Skin lesions and tumours - Skin substitute, grafts and flaps	3 hours
<b><u>CARDIOTHORACIC SURGERY</u></b> - Chest injuries - Rib fracture, pneumothorax, hemothorax and hemopericardium. - Infections of the ribs, empyema, lung abscess and bronchiectasis - Tumours of the chest wall and pleura, bronchogenic carcinoma and lung secondaries - Mediastinum - Cardiac arrest and cardiopulmonary resuscitation	6 hours
<b><u>VASCULAR SURGERY</u></b> - Ischemia and gangrene - Diseases of the arteries - Diseases of the veins - Vasomotor disorders	6 hours
<b><u>NEUROSURGERY</u></b> - Congenital anomalies - Head injuries - Intracranial space occupying lesions, brain abscess, brain tumors and pituitary gland. - Spinal cord compression - Peripheral nerve injuries	6 hours
- Laparoscopic surgery - Day care surgery - Surgical audit	6 hours
<b><u>REVISION</u></b>	9 hours
Total	149

**Anesthesia & Surgical Intensive Care**

Title	Lectures
-Preoperative preparation	1
-Preoperative medication	1
-Inhalation anesthesia	1
-Local anesthetics	1
-Regional anesthesia	1
-Intravenous anesthesia	1
-Cardiopulmonary resuscitation	1
-Muscle relaxant	1
-Postoperative Pain	1
-Airway Management	1
-Peri-operative fluid therapy	1
Total	11

**Undergraduate Program & Courses Specifications****Genitourinary Surgery**

Title	Lecture
-Anatomy & Embryology	4
-Testicular maldevelopment -urologic trauma -hydronephrosis -Urologic emergencies	4
-Urinary stones -Impotence -Urinary TB	5
-Urinary Bilharziasis -Renal tumors -Bladder tumors	5
-Urethral stricture -Male infertility -Urothelial tumors	3
-Urinary tract infection -Testicular tumors	3
-Suprarenal tumor -Fungal infection	2
-Renal failure -B.P.H -Prostate cancer	3
Total	29

**Orthopedic Surgery & Traumatology**

Title	Lectures
Bone and joint infections	1hour
Fractures and soft tissue injuries around knee	1
Ilizarov fixation and bone transport	1
Role of arthroscopy in orthopaedics	1
General principles of fractures and open fractures	1
Low back pain and lumbar disc prolapse	1
Pott's disease	1
Bone tumours	1
Fracture pelvis	1
Fractures around hip (neck femur, trochanteric fractures and CDH)	1
Fracture shaft femur	1
Fracture tibia and fibula	1
Skeletal deformities (CTEV and genu varum)	1
Common hip conditions (Perthes' disease, slipped capital femoral epiphysis, coxa vara)	1
Supracondylar fracture humerus	1
Neurological conditions (poliomyelitis, cerebral palsy)	1
Fracture spine	1
Cervical disc prolapse	1
Dislocation hip and fracture dislocation ankle	1
Dislocation shoulder and fracture proximal humerus	1
Nerve injuries	1

**Undergraduate Program & Courses Specifications**

Birth trauma	1
Injuries around wrist and hand fractures	1
Soft tissue problems (carpal tunnel syndrome, ganglion, tenosynovitis)	1
Arthropathies (degenerative, rheumatoid, gouty)	1
Fracture shaft humerus	1
Fractures around elbow	1
Fractures of radius and ulna	1
Total	27

**4. Teaching and Learning Methods**

- 4.1- Self-learning
- 4.2- Cooperative Learning
- 4.3- Lecture
- 4.4- Group Discussion
- 4.5- case study
- 4.6- Problem Solving
- 4.7- Brainstorming
- 4.8- Role-playing
- 4.9- Simulation Models
- 4.10- Presentations
- 4.11- Learning cycle

**5. Student Assessment Methods & schedule:**

Time	Method of assessment	The assessed ILOs
Continous (10%)	1.a. Appliance to assess attendance & Absenteeism (5%). 1.b. Learning activities (5%): 1.b.1. Assignments 1.b.2. Case Presentation during clinical training 1.b.3. Field training	- general transferable skills -general transferable skills, intellectual skills - general transferable skills, intellectual skills - general transferable skills, intellectual skills
Mid-term (10%)	2.a. Written Exams (MCQ) (5%): 2.b. OSCE (5%)	- intellectual skills - Practical skills, intellectual skills
Final (80%)	3.a. Written Exams (40%): 3.a.1. Short essay: 10% 3.a.2. Structured questions: 10% 3.a.3. MCQs: 10% 3.a.4. Commentary, Problem solving 10% 3.b. OSCE (30%) 3.c. Structured Oral Exams (10%)	-knowledge -knowledge, intellectual skills - knowledge, intellectual skills -general transferable skills, intellectual skills, - Practical skills, intellectual skills -knowledge, intellectual skills, general skills

**6. List of References**

**Undergraduate Program & Courses Specifications****6.1- Course Notes****6.2- Essential Books (Text Books):**

- Kasr El-Aini Introduction to Surgery (2012)
- Surgical knot taking and diagnosis by Abdel Azim Rifaat (2009)
- Baily and Loves, short practice of surgery, 26th edition, (2013) ,edited by P.Ronan O.Connell, Norman Williams, Christopher Bulstrode.

**6.3- Recommended Books**

- Textbook of Surgery, the biological basis of modern surgical practice by David Sabiston 19<sup>th</sup> Edition, 2012.Wb Saunders Company.
- Schwartz principles of Surgery 9th edition, (2010), edited by F. Charles Brunicaudi...[et al.]
- Mastery of Surgery,6<sup>th</sup> edition (2013), by Robert J Baker, Joseph E Ficher, Lippincott Willams and Wilkins, USA, Philadelphia.

**6.4- Periodicals, Web Sites, ... etc**

- American Journal of surgery
- British Journal of surgery
- The Surgery
- Archives of Surgery
- [www.google.com](http://www.google.com)
- [WWW.emedicine.com](http://WWW.emedicine.com)
- [www.pubmed.com](http://www.pubmed.com)
- [www.medscape.com](http://www.medscape.com)
- [www.freemedicaljournals.com](http://www.freemedicaljournals.com)
- [www.freebooks4doctors.com](http://www.freebooks4doctors.com)
- [www.highwire.com](http://www.highwire.com)

**7. Facilities Required for Teaching and Learning**

Skill lab:

Computers both desktop and laptop, and printers  
digital camera, and Video camera.

TV Screen, Video-tap, Data show, and over head projector.

Blackboard with colored pen.

This in addition to, of course, the availability of a suitable halls for teaching (Equipped with internet access, suitable area, well equipped, well aerated and conditioned, and served with a good high callipered staff).

**Course Coordinator:** Dr: Nabil Yusef Salah El Deen

**Head of Department:** Prof. Dr: Alaa Al-deen Hasan

**Date:** 31/7/2005

**Revised in** 24/9/2008

**Revised in** 9/2009

**Revised in** 15/9/2010

**Revised in** 10/1/2012

**Revised in** 1/12/2013

**Undergraduate Program & Courses Specifications**

**Revised in 3/3/2014**

# **House- officer Training**

### Undergraduate Program & Courses Specifications

#### Tainting program Specifications

- **Program(s) on which the course is given:** MBChB
  - **Major element of Programs**
  - **Department offering the program:** the whole faculty
  - **Department offering the course:** the whole faculty
  - **Academic year / Level House-officer year**
  - **Date of specification approval:** 17/11/2008, 27/9/2010, 16/1/2012
  - **Last date of specification approval:** 17/3/2014.
- Two programs of primary health care services and health administration are included within the training program of the House-officers, and the adoption of that by the faculty Council decree No. (6260) in its meeting No. (168) on 15 / 9 / 2008, has been the implementation of these two programs in two consecutive batches of graduates.

#### Graduate attributes <http://translate.google.com.eg/?hl=ar>

To verify the conformity of graduate attributes at the end of House-officer training contained in the national academic reference standards (NARS) put by the National Authority for Quality Assurance and Accreditation in Education (NAQAAE), rules were proposed by the committees of educational program / courses of undergraduates study and Education and Student Affairs, and approved by the Faculty decree No. (7976) in its meeting No. (200) on 10.18.2010. These rules include the following actions:

- fill in the forms of the level of verification questionnaire "graduate attributes" in House-officer training in the middle of the period of training by each department (by the faculty member responsible for House-officer training) and approved by the department head; these graduate attributes include:

- 1.1. Work to maintain normal health, provide primary health care and deal with common health problems in the society.
- 1.2. Be aware of the importance of a good doctor/patient relationship, and work to establish and maintain it.
- 1.3. Follow rules of medical ethics.
- 1.4. Demonstrate appropriate communication, clinical and practical skills.
- 1.5. Show appropriate attitudes and professionalism.
- 1.6. Be prepared for lifelong learning.
- 1.7. Be able to engage in post- graduate and research studies.
- 1.8. Acquire basic administrative capabilities.

- By the beginning of the new graduate batch - which will begin training in early March 2012, the national program for House-officers training will be applied, which is implemented based on a booklet of activities which have been developed by the Committee on the medical studies sector (Annex: 1), and on finishing this training program, they will access all to (Exit Exam) to verify the " graduate attributes" to these doctors, this has been adopted by the committee of educational program / courses of undergraduates held on Tuesday, 10 / 1 / 2012, and the Board of Management and Quality Assurance Unit in its session held on Saturday, 14.01.2012, and the Faculty decree No. (8169) in its meeting No. (220) and held on 16.01.2012.

# **Egyptian Medical Council**

## **House Officer Logbook**

**December 2011**

**Undergraduate Program & Courses Specifications**

**Personal data of the house officer (trainee)**

Name .....

E-mail.....

Phone.....

University & year of graduation.....

**Training center**

Name .....

Address.....

Program Director.....

## Undergraduate Program &amp; Courses Specifications

## Introduction

The training of house officers is an essential component of medical programs. During this year, medical graduates are expected to use the knowledge and skills, which they learned in their 6-year curriculum, in real clinical situations, under guidance of their supervisors. Because of the pivotal role of this year in shaping the medical career, the Egyptian Medical Board is releasing this House Officer Logbook which includes the 4 essential rounds: Internal Medicine, General Surgery, Pediatrics, and Obstetrics & Gynecology. In each round, the minimum training requirements are specified.

In this logbook, the training requirements are divided into 3 categories which differ as regards methods of training and evaluation:

- 1. Clinical competencies:** refer to the sequential tasks of the clinical encounter; namely: history taking, clinical examination, discussing the diagnosis, formulating the plan of management, and follow-up.
- 2. Practical, or manual procedures:** refer to the manual skills which are necessary to the practicing physician; such as, venipuncture, wound dressing, stitching wounds.
- 3. Communication skills:** are general skills which should be consciously and relentlessly developed in the medical graduate in order to improve their professional performance.

Obviously, there are requirements that are practiced in almost all the rotations, which are the general manual procedures and the communication skills. To avoid unnecessary repetition, those common requirements are listed separately before detailing each rotation.

Each trainee is expected to use this Logbook, on a daily basis, for recording his/her clinical experience during each round. Each activity should be evaluated and endorsed by the attending supervisor.

In the near future, submitting the completed Logbook will be one of the requirements for licensing medical graduates. Until then, this logbook will serve as a guide to medical schools to implement structured training programs in the house officer's year, and to establish the managerial and administrative support for carrying out those programs.

It is noteworthy that this first version of the Logbook will be reviewed again during its actual implementation in view of the feedback of trainees, trainers, and programs directors. Therefore, medical schools are requested to collect such feedback and send it to the Board.

**Undergraduate Program & Courses Specifications**

**The main goal of this Logbook is to ensure a minimum level of standardized training and continuous in-service formative evaluation to all medical graduates in Egypt during the house officer training year.**

**To achieve that, the Logbook includes the following:**

1. A list of the clinical competencies and practical skills which are related to each one of the 4 main rotations.
2. A list of general manual skills, and the communication skills which are commonly practiced in all rotations.
3. A list of the communication skills which should be acquired by the trainees throughout the training year.
4. Standard forms for documenting the performance of required training activities, as well as the evaluation of the supervisors.

**Undergraduate Program & Courses Specifications****Instructions to the trainees (House Officers):**

Trainees are instructed to:

- 1- Maintain the logbook throughout the training period.
- 2- Make the required entries and seek evaluation and signature of the supervisor in the same day of the event.
- 3- Follow the classical paradigm of the stepwise progression along the competency scale in acquiring the manual skills: observing (1), assisting (2), doing under supervision (3), doing independently (4).
- 4- Identify the required level of competence for each manual procedure, listed in each section, by carefully reading the related statements. Those which start by a verb that describes a real like “perform”, “do” or “insert”; should be repeatedly practiced to reach mastery level. Statements which start by verbs like “observe”, “witness”, or “assist” refer to procedures that the trainee is required to achieve only level 1 or level 2 respectively .
- 5- Make use of the given feedback to improve their clinical competencies, manual procedures, and communication skills.

**Undergraduate Program & Courses Specifications****Instructions to the trainers (supervisors)**

Trainers are requested to:

- 1- Carefully observe the performance of the trainees and point out the deficiencies; if any, in order to be corrected.
- 2- Sign the activities done or attended by the trainees in the same day of performance.
- 3- Give constructive feedback to each trainee and document improvements in his/her performance with repeated practice.
- 4- Observe their progression along the competency scale in acquiring the manual skills: observing (1), assisting (2), doing under supervision (3), doing independently (4).

## Undergraduate Program &amp; Courses Specifications

# The common training requirements

These requirements are not limited to a certain discipline, and can be performed in all rotations. Each trainee is responsible for distributing those skills throughout the whole training year, and is encouraged to repeatedly practice them in all rotations in order to ensure mastery in various contexts, with different age groups, and in both sexes.

**Practical skills:**

By the end of the training year, each graduate should be able to do

- **basic life support skills:**

1. Perform CPR for cases of cardio-pulmonary arrest, either in real situations or using the CPR model. **(5 times)**
2. Give different medications by IV, IM or SC routes. **(5 times each)**
3. Insert IV cannula and give IV fluids **(5 times)**.
4. Give oxygen therapy. **(5 times)**
5. Insert urethral catheter. **(4 times)**
6. Insert a Ryle tube for oral feeding. **(3 times)**
7. Witness the insertion of a central venous catheter **(1 time)**
8. Witness the insertion of an endotracheal tube **(1 time)**

- **the infection control procedures**

- **Primary health care services.**

**Communication skills**

By the end of the training year, each graduate should be able to:

1. Counsel patients suffering from complicated illness
2. Obtain informed consent
3. Respond patiently to the patient's queries and alleviate his concerns
4. Deliver bad news
5. Respond appropriately to requests of colleagues.
6. Know the main health centers administrative steps.

House officer is required to provide evidence of **5 situations**, attended by the supervisor, for each communication skill.

## Undergraduate Program &amp; Courses Specifications

**Common procedures**

The trainee is to fill-in the following form and get the evaluation and signature of the supervisor in the last 2 columns

Skill/Procedure	Date	Venue (OP, Ward, ER, skills lab)	Hospital record #	Age & gender	Competence level	Supervisor's signature
<b>CPR (5 times)</b>	- - - - -					
<b>Venipuncture (5 times)</b>	- - - - -					
<b>IV cannulation (5 times)</b>	- - - - -					
<b>IM injections (5 times)</b>	- - - - -					
<b>SC injections (5times)</b>	- - - - -					
<b>Oxygen therapy (5 times)</b>	- - - - -					
<b>Insertion of a urethral catheter (4 times)</b>	- - - -					
<b>Insertion of a Ryle tube (3 times)</b>	- -					
<b>Insertion of a central venous catheter</b>	-					
<b>Insertion of an endotracheal tube</b>	-					

\* Level of competence: 1-Observation., 2-Practice with direct supervision, 3-Practice with indirect supervision, 4-Independent practice.

## Undergraduate Program &amp; Courses Specifications

**Communication skills**

The trainee is to fill-in the following form and to get the evaluation and signature of the supervisor in the last 2 columns

<b>Skill</b>	<b>Date</b>	<b>Venue (OP, Ward, ER, skill lab)</b>	<b>Hospital record #</b>	<b>Age &amp; gender</b>	<b>Level of competence</b>	<b>Supervisor's signature</b>
<b>Counsel patients of complicated illness (5 times)</b>	- - - - -					
<b>Obtain informed consent (5 times)</b>	- - - - -					
<b>Respond to the patient's queries (5 queries)</b>	- - - - -					
<b>Deliver bad news (5 times)</b>	- - - - -					
<b>Respond to requests from colleagues (5 times)</b>	- - - - -					

- Level of competence: 1-Observation., 2-Practice with direct supervision, 3-Practice with indirect supervision, 4-Independent practice.

# Internal Medicine Rotation

**Starting date of the rotation:**

**Ending date of the rotation:**

**Name & Title of the Supervisor:**

**Hospital/ Medical center:**

**Undergraduate Program & Courses Specifications**

## **I. Clinical competencies**

### **I.i. Expected clinical competencies**

By the end of the Internal Medicine Rotation, H.O. should be able to:

1. Carry out a focused history taking, perform physical examination, justify the diagnosis, discuss management plans, and perform relevant follow-up of the progress of the following clinical conditions (at least one patient in each clinical condition)
  - **Cardiology:** Hypertension - Ischemic Heart Disease - Rheumatic heart disease - Heart failure - Arrhythmias
  - **GIT/Hepatology :**Diarrhea - Vomiting - Abdominal pain - Hematemesis - Hepatitis - Hepatic encephalopathy
  - **Nephrology :**Nephrotic syndrome - Acid-Base balance and electrolytes - Acute renal failure - Chronic renal failure
  - **Hematology :** Bleeding tendency-Anemia-Generalized lymphadenopathy
  - **Diabetes/Metabolism:** Diabetes Mellitus
  - **Endocrinology :**Thyrotoxicosis - Hypothyroidism
  - **Rheumatology:**Arthritis - Systemic Lupus Erythematosis - Rheumatoid arthritis
  - **Emergency/ RR :**Coma – Shock - Respiratory distress - Acute abdomen - GIT Bleeding - Diabetic Emergencies - Hypertensive emergencies - Food poisoning & drug intoxication
2. Prescribe the appropriate diet for patients with diabetes, advanced liver cell failure, hypercholesterolemia and hypertension.
3. Prescribe, prepare and monitor parenteral fluid therapy.
4. Perform first aid measures for cases with poisoning or intoxication.
5. Write medical reports for referral and requests for investigations.

### **I.ii. Documenting the achievement of the expected clinical competencies**

*Please fill-in the following data for each patient seen. Total number of endorsed case records in the round should be at least 30. Estimated time required to complete each record is about 10 minutes.*

## Undergraduate Program &amp; Courses Specifications

<b>Part I: To be filled by the trainee</b>				
<b>Patient serial # (in the logbook):</b>				
<b>Hospital Record #:</b>				
<b>Seen at:</b>	Outpatient	Inpatient	ER	Other (specify)
<b>Date:</b>				
<b>Age &amp; gender:</b>				
<b>Main theme of the case</b>				
<b>Case summary</b>				
<b>Role of the trainee (tick the appropriate boxes)</b>	History taking & Examination	Discussing the differential diagnosis	Proposing plan of management	Providing first aid/minor procedure
	Writing case report	Writing referral / request for investigation	Prescribing appropriate diet/parenteral fluid therapy	Follow-up
<b>Signature of the trainee</b>				
<b>Part 2: To be filled by the supervisor</b>				
<b>Supervisor's Evaluation of the performance of the trainee</b>	Excellent	Very good	Satisfactory	Unsatisfactory
<b>Suggested areas of improvement (must be written if the evaluation is unsatisfactory):</b>				
<b>Supervisor's name</b>				
<b>Supervisor's signature</b>				

**Undergraduate Program & Courses Specifications****II. Practical Skills and manual procedures:****II.i. Expected practical skills and manual procedures**

**By the end of the Internal Medicine rotation, the H.O. should be able to:**

1. Perform first aid measures for the comatose patients.**(3 times)**
2. Perform and interpret an ECG.**(5 times)**
3. Witness pleural aspiration and abdominal paracentesis.**(one time each)**

In case a skill is not available in the training department, the training supervisor has to arrange performing such skill(s) elsewhere and informing the committee responsible for HO training.

## Undergraduate Program &amp; Courses Specifications

**II.ii. Documenting the performance of practical skills and manual procedures**

The trainee is to fill-in the following form & to get the evaluation & signature of the supervisor in the last 2 columns

Skill/Procedure	Date	Venue (OP, Ward, ER, Model)	Hospital record #	Age & gender	Level of competence	Supervisor's signature
<b>First aid to comatose patient</b>	- - -					
<b>Electrocardiogram (3 cases witnessed)</b>	- - -					
<b>Pleural fluid aspiration (One case witnessed)</b>	-					
<b>Abdominal paracentesis (One case witnessed)</b>	-					

\* Level of competence: 1-Observation., 2-Practice with direct supervision, 3-Practice with indirect supervision, 4-Independent practice.

# Pediatrics Rotation

**Start date of the rotation:**

**End date of the rotation:**

**Name & Title of the Supervisor:**

**Hospital/ Medical center:**

## Undergraduate Program &amp; Courses Specifications

**I. Clinical competencies****I.i. Expected clinical competencies**

By the end of the Pediatrics Rotation, H.O. should be able to:

1. Carry out a focused history taking, do physical examination, justify the diagnosis, discuss management plans, and perform relevant follow-up of the progress of the following clinical conditions (At least one patient for each clinical condition)
  - **General:** malnutrition, febrile illness in different pediatric age groups, skin rash, mental retardation
  - **Chest:** respiratory tract infection, asthma
  - **Cardiology:** hypertension
  - **GIT:** Gastroenteritis
  - **Hematology :** neonatal jaundice, bleeding tendency-anemia–
  - **Diabetes/Metabolism:** IDDM,
  - **Endocrinology:-** Hypothyroidism
  - **Rheumatology:** musculoskeletal disorders
  - **Emergency/ RR :** Gastroenteritis and dehydration, disturbed level of consciousness – Shock - Respiratory distress - Acute abdomen - Bleeding - Diabetic Emergencies - Food poisoning & drug intoxication
2. Prescribe the appropriate feeding advice for different pediatric age group (breast, artificial, and weaning)
3. Prescribe, prepare and calculate oral rehydration therapy.
4. Perform first aid measures for cases of poisoning or intoxication.
5. Identify cases that need hospital admission.
6. Write medical reports for referral and requests for investigations.

**I.ii. Documenting the achievement of the expected clinical competencies**

*Please fill-in the following data for each patient seen. Total number of endorsed case records in the round should be at least 30. Estimated time required to complete each record is 10 minutes.*

Part I: To be filled by the trainee				
Patient serial # (in the logbook):				Hospital Record #:
Age & gender:				
Seen at:	Outpatient	Inpatient	ER	Other (specify)
Date:				

## Undergraduate Program &amp; Courses Specifications

<b>Age &amp; gender</b>				
<b>Main theme of the case</b>				
<b>Case summary</b>				
<b>Role of the trainee (tick the appropriate boxes)</b>	History taking & Examination	Discussing the differential diagnosis	Proposing plan of management	Providing first aid/minor procedure
	Writing case report/ referral notes	Writing referral / request for investigation	Prescribe appropriate diet/parenteral fluid therapy	Follow-up
<b>Signature of the trainee</b>				
<b>Part 2: To be filled by the supervisor</b>				
<b>Supervisor's Evaluation of the performance of the trainee</b>	Excellent	Very good	Satisfactory	Unsatisfactory
<b>Suggested areas of improvement</b> (must be written if the evaluation is unsatisfactory):				
<b>Supervisor's name</b>			<b>Supervisor's signature</b>	

## II. Practical skills and manual procedures:

### II.i. Expected practical skills and manual procedures

By the end of the Pediatrics rotation, the H.O. should be able to:

1. Measure weight, length /height and skull circumference and plot the data on respective growth curves. **(5 times)**
2. Measure the blood pressure in different Pediatric age groups. **(5 times)**
3. Give all the compulsory vaccines.**(one time each)**
4. Give inhalation therapy using a nebulizer.**(3 times)**

**Undergraduate Program & Courses Specifications**

5. Witness pleural aspiration, insertion of endotracheal tube, lumbar puncture and bone marrow aspiration. **(one time each)**

In case a skill is not available in the training department, the training supervisor has to arrange performing such skill(s) elsewhere and informing the committee responsible for HO training.

## Undergraduate Program &amp; Courses Specifications

**II.ii. Documenting the performance of practical skills and manual procedures**

The trainee is to fill-in the following form & to get the evaluation & signature of the supervisor in the last 2 columns

Skill/Procedure	Date	Venue (OP, Ward, ER, Skills lab)	Hospital record #	Age & gender	Competence Level	Supervisor's signature
Measuring weight, length /height and skull circumference and plot the data on respective growth curves(5 males & 5 females)	- - - - -					
Measuring the blood pressure in different Pediatric age groups (5 times)	- - - - -					
Give all the compulsory vaccines (one time each)	- - - - -					
Give inhalation therapy using a nebulizer (5 times)	- - -					
Pleural fluid aspiration (One case witnessed)	-					
Insertion of endotracheal tube	-					
Lumbar puncture (One case witnessed)	-					
Bone marrow aspiration (one case witnessed)	-					

\* Level of competence: 1-Observation., 2-Practice with direct supervision, 3-Practice with indirect supervision, 4-Independent practice.

# General Surgery Rotation

**Start date of the rotation:**

**End date of the rotation:**

**Name & Title of the Supervisor:**

**Hospital/ Medical center:**

**Undergraduate Program & Courses Specifications****I. Clinical competencies****I.i. Expected clinical competencies**

**By the end of the General Surgery rotation, H.O. will be able to:**

1. Carry out a focused history taking, do physical examination, justify the diagnosis, discuss management plans, and perform relevant follow-up of the progress of the following clinical conditions (At least one patient for each clinical condition)
  - Wounds and ulcers
  - Swellings
  - Common infections (e.g. Hand infections, face infections, erysipelas)
  - Anal disorders – Hernias – Breast masses – Jaundice - Acute abdomen
  - Inguino-scrotal swellings
  - Common neck swellings (thyroid, Lymph nodes)
  - Varicose veins
  - Foot problems in diabetics
  - Dyspepsia
2. Provide 1<sup>st</sup> aid measures for acute abdomen.
3. Identify common surgical instruments and describe their use.
4. Prepare patients for different operative intervention
5. Provide the appropriate postoperative care
6. Identify cases that need hospital admission.
7. Write medical reports for referral and requests for investigations.

## Undergraduate Program &amp; Courses Specifications

**I.ii. Documenting the achievement of the expected clinical competencies**

Please fill-in the following data for each patient seen. Total number of endorsed case records in the round should be at least 30. Estimated time required to complete each record is 10 minutes.

<b>Part I: To be filled by the trainee</b>				
<b>Patient serial # (in the logbook):</b>				
				<b>Hospital Record #:</b>
<b>Seen at:</b>	Outpatient	Inpatient	ER	Other (specify)
<b>Date:</b>				
<b>Age &amp; gender:</b>				
<b>Main theme of the case</b>				
<b>Case summary</b>				
<b>Role of the trainee (tick the appropriate boxes)</b>	History taking & Examination	Discussing the differential diagnosis	Proposing plan of management	Providing first aid/minor procedure
	Writing case report/ referral notes	Writing referral / request for investigation	Prescribing appropriate diet/parenteral fluid therapy	Follow-up
<b>Signature of the trainee</b>				
<b>Part 2: To be filled by the supervisor</b>				
<b>Supervisor's Evaluation of the performance of the trainee</b>	Excellent	Very good	Satisfactory	Unsatisfactory
<b>Suggested areas of improvement</b> (must be written if the evaluation is unsatisfactory):				
<b>Supervisor's name</b>			<b>Supervisor's signature</b>	

**II. Practical skills and manual procedures:**

**Undergraduate Program & Courses Specifications****II.i. Expected practical skills and manual procedures**

**By the end of the General Surgery rotation, the H.O. should be able to:**

1. Manage different wounds and diagnose any complications. **(5 times)**
2. Perform wound dressing and bandaging to different wounds encountered in the ward and outpatient clinic including dressing of clean and infected wounds. **(5 times)**
3. Remove surgical drains in the proper timing. **(5 times)**
4. Remove stitches and tubes. **(5 times)**
5. Practice scrubbing, gowning, gloving and proper safety procedures in the O.R. **(5 times)**
6. Perform and interpret PR examination. **(3 times)**
7. Perform suturing uncomplicated wounds. **(5 times)**
8. Do abscess drainage. **(2 times)**
9. Assist in circumcision. **(2 times)**
10. Observe at least 2 of the other minor surgical procedures such as lipoma excision, and ingrown toe nail extraction. **(one time each)**

## Undergraduate Program &amp; Courses Specifications

**II.ii. Documenting the performance of practical skills and manual procedures**

The trainee is to fill-in the following form, get the evaluation and signature of the supervisor in the last 2 columns

<b>Skill/Procedure</b>	<b>Date</b>	<b>Venue (OP, Ward, ER, Model)</b>	<b>Hospital record #</b>	<b>Age &amp; gender</b>	<b>Competence level</b>	<b>Supervisor's signature</b>
<b>Managing wounds &amp; diagnosing complications (5 times)</b>	- - - -					
<b>Wound dressing (5 times)</b>	- - - -					
<b>Removal of surgical drains (5 times)</b>	- - - -					
<b>Removal of stitches and tubes (5 times)</b>	- - - -					
<b>Practice aseptic procedures in the O.R.</b>	- - - -					
<b>PR examination</b>	- - -					
<b>Suturing uncomplicated wounds</b>	- - -					
<b>Abscess drainage (2 times)</b>	- -					
<b>Circumcision (one case witnessed)</b>	- -					
<b>Minor procedure (one case witnessed)</b>	-					
<b>Minor procedure (one case witnessed)</b>	-					

\* Level of competence: 1-Observation., 2-Practice with direct supervision, 3-Practice with indirect supervision, 4-Independent practice.

# Gynecology & Obstetrics Rotation

**Start date of the rotation:**

**End date of the rotation:**

**Name & Title of the Supervisor:**

**Hospital/ Medical center:**

**Undergraduate Program & Courses Specifications****I.i. Expected clinical competencies**

**By the end of the Gynecology & Obstetrics rotation, H.O. will be able to:**

1. Carry out a focused history taking, do physical examination, justify the diagnosis, discuss management plans, and perform relevant follow-up of the progress of the following clinical conditions (At least one patient for each clinical condition)
  - Vaginal discharge
  - Vaginal bleeding
  - Amenorrhea
  - Dysmenorrhea
2. Perform antenatal care.
3. Identify high risk pregnancy and write referral reports.
4. Diagnose and provide 1<sup>st</sup> aid management of postpartum complications
5. Educate the patient of the appropriate means of family planning

## Undergraduate Program &amp; Courses Specifications

**I.ii. Documenting the achievement of the expected clinical competencies**

*Please fill-in the following data for each patient seen. Total number of endorsed case records in the round should be at least 30. Estimated time required to complete each record is 10 minutes.*

<b>Part I: To be filled by the trainee</b>				
<b>Patient serial # (in the logbook):</b>				
				<b>Hospital Record #:</b>
<b>Seen at:</b>	Outpatient	Inpatient	ER	Other (specify)
<b>Date:</b>				
<b>Age:</b>				
<b>Main theme of the case</b>				
<b>Case summary</b>				
<b>Role of the trainee (tick the appropriate boxes)</b>	History taking & Examination	Discussing the differential diagnosis	Proposing plan of management	Providing first aid/minor procedure
	Writing case report/ referral notes	Writing referral / request for investigation	Prescribe appropriate diet/parenteral fluid therapy	Follow-up
<b>Signature of the trainee</b>				
<b>Part 2: To be filled by the supervisor</b>				
<b>Supervisor's Evaluation of the performance of the trainee</b>	Excellent	Very good	Satisfactory	Unsatisfactory
<b>Suggested areas of improvement</b> (must be written if the evaluation is unsatisfactory):				
<b>Supervisor's name</b>			<b>Supervisor's signature</b>	

**Undergraduate Program & Courses Specifications**

**Practical skills and manual procedures:**

**II.i. Expected practical skills and manual procedures**

**By the end of the Obstetrics & Gynecology rotation, the H.O. should be able to:**

1. Perform vaginal examination.(**5 times**)
2. Insert vaginal speculum.(**5 times**)
3. Insert and remove commonly used IUDs.(**5 times**)
4. Manage the process of normal labor. (**3 times**)

## Undergraduate Program &amp; Courses Specifications

**II.ii. Documenting the performance of practical skills and manual procedures**

The trainee is to fill-in the following form, get the evaluation and signature of the supervisor in the last 2 columns

<b>Skill/Procedure</b>	<b>Date</b>	<b>Venue (OP, Ward, ER, Model)</b>	<b>Hospital record #</b>	<b>Age</b>	<b>Highest Level of competence attained*</b>	<b>Supervisor's signature</b>
<b>Perform vaginal examination (5 times)</b>	- - - - -					
<b>Insert vaginal speculum (5 times)</b>	- - - - -					
<b>Insert and remove IUDs (5 times)</b>	- - - - -					
<b>Manage normal labor (3 times)</b>	- - -					

Revised in 10/1/2012

Revised in 1/12/2013

Revised in 3/3/2014

## Undergraduate Program &amp; Courses Specifications

## مرفقات

## مرفق (1):

## قرارات مجلس الكلية خاصة ببرنامج طلاب المرحلة الجامعية الأولى

الموضوع	رقم القرار	رقم الجلسة	تاريخ الجلسة	م	
إعتماد توصيف البرنامج	4161	136	2005/12/19	.1	قرارات قبل زيارة الاعتماد
إعتماد توصيف المقررات الدراسية للبرنامج التعليمي لطلاب المرحلة الجامعية الأولى	4414	141	2006/5/15	.2	
إختيار أ.د/ محسن مصطفى حسن – استاذ الطفيليات بكلية طب الزقازيق وعضو اللجنة العليا للجودة كمراجع خارجي لبرنامج الكلية	5198	154	2007/6/11	.3	
تكليف أ.د/ وكيل الكلية لشئون التعليم والطلاب للعمل كمنسق للبرنامج التعليمي بالكلية	5200	154	2007/6/11	.4	
إعتماد اضافة برنامجى الرعاية الصحية الأساسية والإدارة الى البرنامج التدريبي للأطباء الإمتياز بناءاً على المذكرة المقدمة من رئيس لجنة تدريب الأطباء الأمتياز	6260	168	2008/9/15	.5	
إعتماد توصيف مقررات برنامج البكالوريوس و اقرار رؤية اللجنة للتكامل الأفقى والرأسى بين المقررات المختلفة خلال سنوات البرنامج	6435	170	2008/11/17	.6	
إعتماد قيام الطالب بإختيار مقررين من بين ستة مقررات اختيارية احدهما طبى والآخر ثقافى يدرسها الطالب وتعتبر متطلب اساسى للحصول على البكالوريوس وتضاف الى المجموع ودرجة النجاح 50% ، على أن يتم تنفيذ ذلك بعد تعديل اللائحة لنظام الساعات المعتمدة وذلك بعد تنفيذ زيارة الإعتقاد حسب اللائحة المعمول بها حالياً	6666	175	2009/3/16	.7	
إعتماد اضافة مادة الجينات الوراثية تحت مسمى (اساسيات الوراثة الطبية) كمادة اساسية تدرس لطلاب مرحلة البكالوريوس، على أن يتم تنفيذ ذلك	6667	175	2009/3/16	.8	

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بعد تعديل اللائحة لنظام الساعات المعتمدة وذلك بعد تنفيذ زيارة الإعتماد حسب اللائحة المعمول بها حاليا				
إعتماد تبني المعايير القومية الاكاديمية المرجعية (NARS) كمعايير مرجعية لبرنامج مرحلة البكالوريوس	6668	175	2009/3/16	9.
الموافقة على الاقتراح بتعديل الاهداف العامة والمخرجات التعليمية المستهدفة لبرنامج مرحلة البكالوريوس لتتوافق مع المعايير القومية الاكاديمية المرجعية (NARS) المتبناه كمعايير مرجعية لبرنامج مرحلة البكالوريوس	6670	175	2009/3/16	10.
<ul style="list-style-type: none"> <li>• اعتماد توصيف برنامج طلاب المرحلة الجامعية الأولى (البكالوريوس).</li> <li>• اعتماد المعايير الموضوعه لإختيار المراجعين الخارجيين والملتحنين.</li> <li>• إختيار مراجع خارجي لبرنامج البكالوريوس لإتمام إجراءات المراجعة.</li> </ul>	6715	175	2009/3/16	11.
إعتماد نسب مكونات الورقة الامتحانية لامتحانات اخر العام وتكون النسب كالتالي 25% اسئلة مقال- 40% اسئلة قصيرة- 20% اختيار من متعدد (MCQ) 15% حالات على سيناريوهات	6723	176	2009/4/13	12.
إعتماد إختيار أ.د/ أحمد كمال منصور – استاذ طب الأطفال بكلية طب المنصورة وخبير تطوير التعليم كمراجع خارجي لبرنامج الكلية	7129	182	2009/9/14	13.
اعتماد معايير اختيار مراجع خارجي لبرامج الكلية	7155	182	2009/9/14	14.
اعتماد تقرير المراجع الخارجى لبرنامج الكلية الوارد من أ.د./ أحمد منصور	7451	189	2010/2/20	15.
اعتماد برنامج الكلية بعد اجراء التعديلات الواردة عليه بتقرير المراجع الخارجى (أ.د./ أحمد منصور)	7468	189	2010/2/20	16.
بشأن الموافقة على اعتماد تقرير البرنامج التعليمى لطلاب المرحلة الاولى بناءً على المذكرة المقدمة من مدير وحدة ضمان الجودة بالكلية	7527	191	2010/3/15	17.
اعتماد اعادة تطوير توصيف المقررات الدراسية للمرحلة الجامعية الأولى	7919	199	2010/9/27	18.

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إعتماد تعديل الاكواد لمقررات برنامج طلاب مرحلة البكالوريوس	8002	201	2010/10/31	.19	
إعتماد إختيار أ.د./ بدير على الدين – استاذ جراحة المسالك البولية بكلية طب المنصورة وخبير تطوير التعليم كمراجع خارجى لبرنامج الكلية	9017	218	2011/11/21	.20	
اعتماد تقرير المراجع الخارجى لبرنامج الكلية الوارد من أ.د./ بدير على الدين	8170	220	2012/1/16	.21	
اعتماد برنامج الكلية بعد اجراء التعديلات الواردة عليه بتقرير المراجع الخارجى (أ.د./ بدير على الدين)	8171	220	2012/1/16	.22	
عقد ورشة عمل لاصلاح ماورد فى تقرير زيارة الاعتماد بشأن البرنامج التعليمي والمقررات الدراسية لطلاب المرحلة الجامعية الأولى	429	439	2013/4/17	.23	قرارات تصحيحية بعد زيارة الاعتماد
اعتماد التعديلات الواردة بلائحة مرحلة البكالوريوس بعد تعديلها من مجلس الكلية	1361	249	2013/12/9	.24	
اعتماد التعديلات الواردة بلائحة مرحلة البكالوريوس بعد تعديلها من مجلس الجامعة	664	82	2013/12/30	.25	
اعتماد برنامج الكلية بعد اجراء التعديلات الواردة بتقارير المقررات عن العام الجامعى 2013/2012، والتعديلات الواردة بلائحة مرحلة البكالوريوس بعد تعديلها	1376	250	2013/12/28	.26	
اعتماد تقرير المراجع الخارجى (أ.د./ أحمد مخلوف) لتوصيف برنامج طلاب المرحلة الجامعية الأولى ( البرنامج الذى تم تعديله واعتماده بناءا على تعديل اللائحة المعمول بها حاليا)	267	254	2014/3/17	.27	
اعتماد نتيجة ورشة العمل التي تم عقدها فى الفترة من 1 إلى 2014/3/3 لمناقشة نتيجة تقرير المراجع الخارج لتوصيف برنامج طلاب المرحلة الجامعية الأولى	271	254	2014/3/17	.28	
اعتماد الصورة النهائية (الورقية)	272	254	2014/3/17	.29	

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<p>والالكترونية) لتوصيف البرنامج التعليمي والمقررات الدراسية والتي تم الوصول اليها بعد ورشة العمل التي تم عقدها بتاريخ 1- 2014/3/3 لمناقشة نتيجة تقرير المراجع الخارجي</p>					
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تحريرا في 2013/12/31

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