

Student guide

M3 2020-2021

- Contents:

- 1-Guide lines (why P.B.L. “Problem Based Learning”) (what the student will do this year) (modules in this term)
- 2-Schedule for lectures , practicals , cases (small group teaching) , skill lab , & exams
- 3-Rubrics for grading assignments and presentations
- 4-Portfolio items
- 5-Cases

- PBL Philosophy:

In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. So the main learning goals of the PBL are a framework for looking at concepts, skills, and abilities and help guide the creation of personalized student curriculum. PBL offers unique environments where students can flourish as individuals within a community of learners.

- PBL Process:

The core of the PBL process is the tutorials that will be held once weekly beside the practical sessions and the interactive lectures. In each tutorial there will be a case scenario that is delivered to the students, where they collaborate together through the seven jumps process to point out the possible problems present in the case and to find out the intended learning objectives need to be known through this case. In the second tutorial, they will discuss the objectives of the case after self study, and a new case will be delivered. In PBL process the role for lectures aim at clarification of complicated areas of information or to integrate different areas of information. Practical sessions and clinical skill lab are included as educational activities in BPL. They act as tools for the students to gain the needed psychomotor skills and to attain the professional attitude and behavior.

- Student role:

The student is the center of the learning process in PBL. **Students will depend on themselves in finding out the learning objectives by brain storming in the case study session. Then they will go home and study and search in the texts for the information of the objectives they got. Then the following session they should try to present the information they gazed and summarized to their students in an easy palatable way.** In BPL the students have to work hard, prepare themselves well for every tutorial group meeting, collaborate with their colleagues and practice team work. They also will have their reflection about the process, their colleagues and the tutor.

- Tutors role:

- The tutor will work as a facilitator more than traditional teacher who delivers all the information to the students. Tutors role is to stimulate and motivate the students to learn and to search for the information and knowledge. During the case they will guide the students and redirect them towards the intended learning objectives. The tutors share in the assessment process. Moreover, the tutor together with the students has the responsibility of setting the roles of the tutorial session.
- **The tutor will receive guide information for the objectives in each case from the departments at least one week before the case is to be discussed, he should read them and**

- then in the discussion of the case he should see if the students had fulfilled all the needed items so as to approve their work or they need to search more for certain items and get them so as to complete their work completely or they got more or un needed items they should discard them. By the end of the cases of the module students will have their hand out covering all items needed in the objectives they searched for
- All staff members should have their official mails done by the beginning of the academic year so as good communication may be applicable and to facilitate uploading of their lectures every Wednesday of each week

 - In each session one of the students will be the reader (the one who reads the case) and another one will be the writer (the one who writes the objectives on the board after brain storming of the students with the tutor and collect them after that)
 - In session (1) (week 1)
 - One case will be read by the students
 - They make brain storming with each other and with the tutor to get the objectives the case is talking about. they will go home to search for them and make presentation about them the coming session
 - Weeks for reading of the cases and discussion of the objectives are written above each case
 - The presentation have certain rubrics the tutor try that the students stick more and more to them each presentation then at the last presentation of the module they will have certain mark among their portfolio total mark about:
 - The presentation they showed along the module and their share in the discussions and preparation of the work needed (see professional behavior sheet included) (the mark is given by the tutor)
 - The assignment they will be given which includes presentation and they should comply completely to the presentation and assignment rubrics (included in the guide) (the mark is given by the tutor and program heads after revising the assignments and discussing the students in them in the date of one of the case sessions scheduled with the students. This is to complete the mark of the portfolio for this module as shown in the assesment schedule included)
 - After they finish the presentation in each session they will read the following case and brain storm to get the objectives that they will go home to prepare them as presentation in the coming case session and so on all the sessions
 - If the case is long its presentation by the students may take two weeks not one week to ensure that the students presented the objectives in the case in a good way

 - All students are to make their Emails in the first week so as to be able to have the on line information uploaded weekly concerning the following:
 - Lectures
 - Videos
 - Presentation done by their colleagues
 - On line exams formative and summative

- Scoring Rubric for Presentations:

Category	Scoring Criteria	Total Points	Score
Organization (15 %)	Were the main ideas presented in a clear manner?	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 %)	- The Introduction is attention-getting, - It lays out the problem well, - It establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language that is appropriate for the target audience.	5	
	The Presentation contains accurate information.	10	
	The material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and the points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 %)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score %	Total Points	100%	

Professional Behavior of student in the case checklist

Students Name:

Date:

End of module (Summative):

Module title:

Student's Signature :.....

Tutor's Name:.....

Criteria	Scale: 1 and 2 is unsatisfactory, 3, 4 and 5 is satisfactory performance	Comments
<p>Preparation: Is well prepared with relevant information, uses a variety of references and summarizes key points</p>	<p>1 2 3 4 5</p>	
<p>Critical thinking: Identifies problem, analyzes problem, suggests possible reasons for the problem, helps group to formulate learning objectives</p>	<p>1 2 3 4 5</p>	
<p>Participation: Participates actively, talks on turn and listens attentively to others</p>	<p>1 2 3 4 5</p>	
<p>Communication Skill & Group Skills: Respects tutor and colleagues, communicates well uses appropriate language, accepts feedback and responds appropriately. Contributes to group learning, shares information with others, demonstrates sensitivity to views and feeling of others, takes on assigned tasks willingly</p>	<p>1 2 3 4 5</p>	
<p>Presentation skills: Presents the information relevant to the learning objective of the case, explains clearly the reasoning process with regard to solving the problem</p>	<p>1 2 3 4 5</p>	
<p>Overall</p>	<p>SATISFACTORY</p>	<p>UNSATISFACTORY</p>

-The students portfolio (October 6 university - faculty of medicine - 2020 - 2021):**- The student binder for the portfolio should contain the followings:**

1- Paper that summarizes his learning experience and contain the followings in not more than 3-5 papers:

- Resume of him
- Impact made by the education on him
- His present strengths
- His present weakness
- Future suggestions & goals

- *STUDENTS SHOULD GATHER AND MAKE GROUPS AND GET ENGAGED TO ONE OF THEIR PROFESSORS TO BEGIN TO FORM A PAPER WORK AND PUBLISH IT BEFORE END OF THE YEAR WITH THEIR NAMES ON (EACH STUDENT SHOULD SUBMITT THE PROPOSAL FOR THE WORK INCLUDING (HIS GROUP FOR THIS MANUSCRIPT , HIS COLLEAGUES IN THIS MANUSCRIPT AND HIS SUPERVISING PROFESSOR AND NAME OF THE WORK.....))

2- Any community medical work the student completed under supervision of a staff presenting the followings:

- Name of staff & position
- Date
- Site
- Results
- Obstacles

3- Hand out of his presentations (power point) and upload it

4- Medical pics & posters done by him or his group if present

5- Web page , or brochure constructed by him or his group if present

6- Conferences attended by him if present

7- Visits done to clinical departments to see relevant experiments studied in the (biochemistry , physiology , anatomy , histology departments)

8- Two to three education events attended by him

9- Two to three meetings with educational or clinical supervisors

10- Get started with scopus

- Portfolio scoring (Rubrics for evaluating portfolios):**- Each student should be rated as one of the followings :**

- Out standing & he will be given 95% to 100% of the portfolio mark
- Acceptable & he will be given 70% to 75% of the portfolio mark
- Marginal & he will be given 60% to 65% of the portfolio mark
- Unacceptable & he will be given less than 60% of the portfolio mark

Schedule of Assessment Tasks for Students During the module		
Assessment task (, quiz, , mid module , group assignment,, speech, oral presentation)	Week Due	Proportion of Total %
Formative exam (on line)	2 nd week	Formative
Mid module (on line) Ophthalmology , medicolegal, internal medicine (W8)	8 th week	23%
Professional behavior (done by tutors) (facilitators)		
Assignment presentation (group project) *(Assessed against rubrics) *Uploaded *Each group should send their work to other groups *Each student should submit the proposal of the manuscript		7% Percentage of marks of the portfolio
Final module Exam (on line) 1-ophthalmology 2-medicolegal 3-internal medicine 4-medical statistics (no mid module) MCQ ---done on line ----60% Integrated cases ----- 15% SAQs --- done written –25%	End of module	40%
OSPE --- slides ----(on line)	End of module	20%
Oral sheet-----True and false (on line)	End of module	10%

Overall distribution of courses of block 5 for the Academic year (2020-2021)

Weeks	Oph	Medicolegal	Medical research	Medical statistics	Medicine	Elective	Skill	Cases	
1	60	30	15		45				
2									
3									
4									
5									
6									
7									
8									
9									15
10									
11									
12									
13									
14									
15									

Hall lectures in building 1; hall 1112

Cases in building 3; hall 3105

Practical Medicolegal building 3; hall 3005

Skill lab in hospital; hall

Practical Ophthalmology in hospital; hall 1

Practical Medicine in hospital; hall 5

Outpatient in hospital; hall 6

Block 5 Wk 1-7,9-15 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30
Sunday	Hall lectures 1-4		Break	Hall lectures 5-8	
	Ophthalmology (9-11) Medicine (11-12)			Ophthalmology (12.30-2.30) Medicine (2.30-3.30)	
	Practical Ophthalmology 5	Practical Ophthalmology 6		Practical Ophthalmology 1	Practical Ophthalmology 2
	Practical Medicolegal 6	Practical Medicolegal 5		Practical Medicolegal 2	Practical Medicolegal 1
	Cases 7	Cases 8		Cases 3	Cases 4
	Skill lab 8	Skill lab 7		Skill lab 4	Skill lab 3
Monday	Hall lectures 5-8			Hall lectures 1-4	
	Medicolegal (9-11) Medicine (11-12)			Medicolegal (12.30-2.30) Medicine (2.30-3.30)	
	Practical Ophthalmology 3	Practical Ophthalmology 4		Practical Ophthalmology 7	Practical Ophthalmology 8
	Practical Medicolegal 4	Practical Medicolegal 3		Practical Medicolegal 8	Practical Medicolegal 7
	Outpatient 1	Outpatient 2		Outpatient 5	Outpatient 6
	Practical Medicine 2	Practical Medicine 1		Practical Medicine 6	Practical Medicine 5
Tuesday	Cases 5	Cases 6	Cases 1	Cases 2	
	Skill lab 6	Skill lab 5	Skill lab 2	Skill lab 1	
	Outpatient 7	Outpatient 8	Outpatient 3	Outpatient 4	
	Practical Medicine 8	Practical Medicine 7	Practical Medicine 4	Practical Medicine 3	
Wednesday	Online lectures				
	Medicine	Ophthalmology		MRS (wk 1-7) / MST (wk 9-15)	Elective/Prof

Block 5 Wk 8 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30
Sunday	Mid Module OPH				
Monday	Mid Module MLG				
Tuesday	Mid Module MED				
Wednesday	End Module MRS (online)				

General Objectives for the module in this term:

1- Medical statistics module:

Objectives of the course:

- 1- Define statistics, biostatistics and variables
- 2- Knowing the types of variables
- 3- Choose a proper methods to present the data
- 4- Identify characteristics of normal Distribution curve
- 5- Understand the Normal variation
- 6- Differentiate between descriptive and inferential statistics

- Internal medicine module :

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| <ol style="list-style-type: none">1) The student will understand how to approach the patient from the clinical point of view.2) The student will identify the needed elements for complete clinical diagnosis.3) The student will learn the detailed topics of history taking.4) The student will learn the topics of conducting complete clinical examination. |
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| <ol style="list-style-type: none">1) The student will understand the importance of the vital signs in evaluating the hemodynamic status of the patient.2) The student will recognize the critical levels of vital signs the deviation from which indicates critical compromise of the hemodynamic status of the patient. |
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| <ol style="list-style-type: none">1) The student will understand the meaning of primary, secondary and tertiary prevention.2) The student will recognize the importance of risk factors in the development of ischemic heart disease and other cardiovascular catastrophic events.3) The student will understand the importance of modifying lifestyle in preventing cardiovascular events.4) The student will recognize the importance of periodic health evaluation in identifying high risk groups of patients.5) The student will understand the concept of occupational medicine and its importance in clinical practice.6) The student will recognize the specific various occupations which pose a health hazard.7) The student will recognize the various specific diseases resulting from exposure to specific environmental hazards. |
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| <ol style="list-style-type: none">1) The student will understand the concept of family medicine as a separate specialty.2) The student will understand the relation and interaction between family medicine and primary care.3) The student will learn the functions of a family physician. |
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- 1) The student will understand the emerging importance of geriatric medicine as a peculiar specialty.
- 2) The student will learn the difference between geriatric medicine and conventional adult medicine.
- 3) The student will understand normal age-related changes of various body systems.
- 4) The student will understand the difference in the pattern of disease presentation in the geriatric group of patients.
- 5) The student will recognize the peculiar health problems specific to the geriatric group of patients.

- 1) The student will understand the concept of global health.
- 2) The student will recognize the global changing pattern of diseases and the changes of causes of mortality through decades.

- 1) The student will understand that Palliative care was developed to decrease the burden associated with chronic illness.
- 2) The student will recognize that palliative care emphasizes patient- and family-centered care that optimizes quality of life by anticipating, preventing, and treating suffering.
- 3) The student will learn the common problems related to terminal illness and how to manage them.

- 1) The student will understand the various components and types of tobacco smoking.
- 2) The student will learn the various health hazards of smoking.
- 3) The student will understand the effects of alcohol on various body systems.
- 4) The student will understand the various forms of alcohol intoxication.
- 5) The student will understand the chronic complications of alcohol intake
- 6) The student will identify the nature of substance and drug abuse

The student will learn the forms, effects and features of common abused drugs

- 1) The student will understand the basic immunologic aspects of transplantation.
- 2) The student will understand the mechanisms related to graft rejection.
- 3) The student will understand the major outline of preventing graft rejection.

- Module medical research :

- 1- Acquire the essential knowledge of scientific research
- 2- Understand the research methodology
- 3- Discuss the level of evidence, impact factor and basics of statistics
- 4- Know how to find a research idea & write a study protocol
- 5- Practically, use these skills in running a research pr

- Module of forensic medicine

Knowledge & comprehension	Teaching & Learning Methods	Assessment method
a.1 Determine signs of death as well as postmortem changes and its importance to estimate approximate post mortem interval	Interactive lectures group discussion	Written (SAQ MCQ) , Assignment with rubrics Problem solving
a.2. Identify living and dead individuals as well as human remains through different types of forensic tools.	Interactive lectures Assignment	Written (MCQ , SAQ) problem solving Assignment with rubrics
a.3. Distinguish between different types of wounds & injuries including firearms & thermal injuries.	Interactive lectures Demo Group discussion	Written (MCQ , SAQ, Assignment with rubrics Problem solving
a.4. Describe medicolegal (ML) aspects of different cases of sexual offences & child abuse	Interactive lectures Group discussion	Written (MCQ , SAQ, Assignment with rubrics Problem solving
a5. Identify legal necessities for diagnoses of pregnancy, delivery and abortion	Interactive lectures case based discussion	Written (MCQ , SAQ) problem solving Assignment with rubrics
a.6. Determine the basic legal concepts of negligence & define the meaning of the standard of care.	Interactive lectures case based discussion	Written (MCQ , SAQ) problem solving
a.7. Summarize the basic principles of medical ethics	Interactive lectures Group discussion	Written (MCQ , SAQ) problem solving
Intellectual skills		
b.1 Analyze different case scenario of clinical forensic medicine to recognize their medico legal aspects.	Interactive lectures Group discussion Case based discussion	problem solving Written (MCQ.SAQ) problem solving
b.2. Analyze different common problems of malpractices	Interactive lectures Group discussion Case based discussion	Written (MCQ.SAQ) problem solving

Knowledge & comprehension	Teaching & Learning Methods	Assessment method
b3. Predict time of death through post mortem changes.	Interactive lectures Group discussion	problem solving Written (MCQ.SAQ)
b 4. Predict different causes of death and manner of death as well.	Interactive lectures Group discussion Case based discussion	Written (MCQ.SAQ) problem solving
Practical skills		
c1. Write a proper death certificate.	skill lab <i>Practical sessions</i>	– Problem solving
c.2. Estimate age of living individuals from teeth and radiological examination for union of epiphysis	demo skill lab <i>Practical sessions</i>	– OSPE (Objective Structured Practical Examination)
c.3. Diagnose & examine different types of injury.	demo presentations <i>Practical sessions</i>	– OSPE (Objective Structured Practical Examination)
c.4. Examine and Differentiate between types of wounds.	demo hand on writing <i>Practical sessions</i>	– OSPE (Objective Structured Practical Examination)
c.5. Write a proper primary wound report		
Professional, & communication skills and attitude		
d1. Appreciate the legal aspects and moral commitments of medical practice & the importance of notification any physical and mental conditions related to any other person that jeopardies patient safety.	Assignment Research work Presentations Using combination of class available technical tools	– Assignments evaluation by rubrics – Presentation by check list
d2. Follow the national code of ethics	Assignment Research work Presentations	– Professional behavior in By check list – Assignments evaluation by rubrics – Presentation by check list
d. 3. Adopt the principles of lifelong learning	Assignment Research work	– Professional behavior in By check list

Knowledge & comprehension	Teaching & Learning Methods	Assessment method
	Presentations Role play	– Assignments evaluation by rubrics – Presentation by check list
d.4 Use computers efficiently in reaching biomedical information	Assignment Research work Presentations Role play	– Professional behavior in By check list – Assignments evaluation by rubrics – Presentation by check list
d. 5. Present information clearly in written and oral forms	Assignment Research work Presentations Role play	– Professional behavior in By check list – Assignments evaluation by rubrics – Presentation by check list

- Module of ophthalmology

- Objective of Teaching and learning the Ophthalmology to the medical students to meet the local health community needs.
- Various subjects will be chosen to fulfill these purposes.
- Anterior segment diseases including eye lids, orbit, cornea conjunctiva, uveal tissues and lens diseases. Posterior segment diseases and systemic diseases related to the eye.

Cases for the third year students modules

(Ophthalmology, introduction to general medicine, medical statistics, medical research, forensic medicine)

DIABETES CASES SCENARIO

Cases for the module ophthalmology, internal medicine, forensic, community

- Case 1:

(Red in week 1 and discussed in weeks 2,3,4,5)

- A 25-year-old female patient presented to the ophthalmologist with blurred vision of three weeks duration.
- On careful questioning , the patient informed the ophthalmologist that before the start of her complaint she was waking up at night at least six times for urination, in addition she noticed that she lost weight of about ten kilograms during the past month in spite of her good appetite.
- The ophthalmologist ordered a blood sugar test and the result came of 400 mg/dl.
- She was referred to an internist who started insulin treatment for her.
- The patient asked the internist about how common diabetes in Egypt is, he replied that the prevalence of diabetes in Egypt is about 11% and that Egypt ranks as the seventh in the top ten countries with the highest prevalence of diabetes.

- Case 2:

(Red in week 5 and discussed in weeks 6,7,8,9,10)

- A 30-year-old male patient presented to an ophthalmologist with double vision. The ophthalmologist examined him and found that he has sixth nerve palsy.
- Upon further questioning the ophthalmologist found out that the patient has been complaining from weight loss and increased appetite in addition to tingling sensation of both lower limbs for the past few months.
- The patient was sent to the lab for laboratory tests and the blood sugar came out of 450 mg/dl.
- The patient was referred to an internist who instructed the patient to start insulin therapy.
- The patient was reluctant to initiate insulin and he asked the internist about not starting insulin to control blood sugar.
- The internist informed the patient that not initiating insulin will result in diabetes complications and he informed the patient that incidence of diabetes among causes of blindness is about 50% and that the incidence of kidney failure after ten years of uncontrolled diabetes is 70%
- One week ago due to visual impairment his wife (who was a doctor) was to give him the insulin dose but one day unfortunately she gave him 60 units of the drug lantos (insulin) instead of 20 units and he died. Judicial authorities questioned her and corpse dissection his body to assure the cause of death and whether there is mal practice