

Student guide

M1 2020-2021

- Contents:

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

- 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
 - Concerning the module (BOS 101) which is the beginning module for M1 the academic year 2019-2020.
 - 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>	1	2	3	4	5	
<p>Critical thinking: Identifies problem, analyzes problem, suggests possible reasons for the problem, helps group to formulate learning objectives</p>	1	2	3	4	5	
<p>Participation: Participates actively, talks on turn and listens attentively to others</p>	1	2	3	4	5	
<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>	1	2	3	4	5	
<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>	1	2	3	4	5	
	SATISFACTORY					UNSATISFACTORY

-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 (first year–first term) 2020-2021		
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) BOS ----- W3 GMD , DRG , MIP ----- W10	BOS ----- W3 End module---W5 GMD, DRG, MIP ----- W10 End module – End of term	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	2 nd to 5 th week	7% Percentage of the marks of the portfolio
Final module Exam (on line) 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 1 for the Academic year (2020-2021)

Weeks	Anatomy	Physiol	Histology	Biochem	Pathol	Pharma	Micro & Para	English	Elective	Skill	Cases
1	10	10	16	16							
2											
3											
4											
5											
6					42	42	42				
7											
8											
9											
10											
11											
12											
13											
14											
15											

Hall lectures in building 3; hall 3008

Cases in building 3; hall 3001

Skill lab in hospital; hall

Practical Anatomy in Anatomy department (hospital; halls 1617 & 1619)

Practical Biochemistry & Microbiology in Biochemistry laboratory (hospital; hall 1606 for odd number groups) and Microbiology laboratory (hospital; hall 2629 for even number groups)

Practical Physiology & Pharmacology in Physiology laboratory (building 2; hall 2345 for odd number groups) and Pharmacology 2623 laboratory (hospital; hall for even number groups)

Practical Histology & Pathology in Histology laboratory (building 2; hall 2344A for odd number groups) and Pathology laboratories (hospital; hall 2617 for even number groups)

Block 1, Module BOS, Wk 1 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30	
Sunday	Hall lectures 1-6		Break	Hall lectures 7-12		
	Anatomical terminology (Member of Anatomy dep)	Autonomic nervous system (Member of Physiology dep)		Anatomical terminology (Member of Anatomy dep)	Autonomic nervous system (Member of Physiology dep)	
	Practical Physiology 7&8	Practical Physiology 9&10		Practical Anatomy 1&2	Practical Anatomy 3&4	
	Practical Histology 9&10	Practical Histology 11&12		Practical Biochemistry 3&4	Practical Biochemistry 5&6	
	Cases 11&12	Cases 7&8		Skill lab 5&6	Skill lab 1&2	
Monday	Hall lectures 7-12			Hall lectures 1-6		
	Membranous cell organells (Member of Histology dep)	Amino acid chemistry (Member of Biochemistry dep)		Membranous cell organells (Member of Histology dep)	Amino acid chemistry (Member of Biochemistry dep)	
	Practical Physiology 1&2	Practical Physiology 3&4		Practical Anatomy 7&8	Practical Anatomy 9&10	
	Practical Histology 3&4	Practical Histology 5&6		Practical Biochemistry 9&10	Practical Biochemistry 11&12	
Tuesday	Cases 5&6	Cases 1&2		Skill lab 11&12	Skill lab 7&8	
	Practical Physiology 5&6	Practical Physiology 11&12	Practical Anatomy 5&6	Practical Anatomy 11&12		
	Practical Histology 1&2	Practical Histology 7&8	Practical Biochemistry 1&2	Practical Biochemistry 7&8		
Wednesday	Cases 3&4	Cases 9&10	Skill lab 3&4	Skill lab 9&10		
	Online lectures					
	Protein chemistry (Member of Biochemistry dep)	Membranous cell organells (Member of Histology dep)		Bones & joints (Member of Anatomy dep)	Terminology/Elective/Prof	

Block 1, Module BOS, Wk 2 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30
Sunday	Hall lectures 1-6		Break	Hall lectures 7-12	
	Muscles & Fasciae (Member of Anatomy dep)	Autonomic nervous system (Member of Physiology dep)		Muscles & Fasciae (Member of Anatomy dep)	Autonomic nervous system (Member of Physiology dep)
	Practical Physiology 7&8	Practical Physiology 9&10		Practical Anatomy 1&2	Practical Anatomy 3&4
	Practical Histology 9&10	Practical Histology 11&12		Practical Biochemistry 3&4	Practical Biochemistry 5&6
	Cases 11&12	Cases 7&8		Skill lab 5&6	Skill lab 1&2
Monday	Hall lectures 7-12			Hall lectures 1-6	
	Non membranous cell organells (Member of Histology dep)	Lipid chemistry (Member of Biochemistry dep)		Non membranous cell organells (Member of Histology dep)	Lipid chemistry (Member of Biochemistry dep)
	Practical Physiology 1&2	Practical Physiology 3&4		Practical Anatomy 7&8	Practical Anatomy 9&10
	Practical Histology 3&4	Practical Histology 5&6		Practical Biochemistry 9&10	Practical Biochemistry 11&12
	Cases 5&6	Cases 1&2		Skill lab 11&12	Skill lab 7&8
Tuesday	Practical Physiology 5&6	Practical Physiology 11&12	Practical Anatomy 5&6	Practical Anatomy 11&12	
	Practical Histology 1&2	Practical Histology 7&8	Practical Biochemistry 1&2	Practical Biochemistry 7&8	
	Cases 3&4	Cases 9&10	Skill lab 3&4	Skill lab 9&10	
Wednesday	Online lectures				
	Lipid chemistry (Member of Biochemistry dep)	Non membranous cell organells (Member of Histology dep)		Autonomic nervous system (Member of Physiology dep)	Terminology/Elective/Prof

Block 1, Module BOS, Wk 3 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30	
Sunday	Mid Module BOS 1-6		Break	Mid Module BOS 7-12		
	Practical Physiology 7&8	Practical Physiology 9&10		Practical Anatomy 1&2	Practical Anatomy 3&4	
	Practical Histology 9&10	Practical Histology 11&12		Practical Biochemistry 3&4	Practical Biochemistry 5&6	
	Cases 11&12	Cases 7&8		Skill lab 5&6	Skill lab 1&2	
Monday	Hall lectures 7-12			Hall lectures 1-6		
	Epithelium (Member of Histology dep)	Lipid chemistry (Member of Biochemistry dep)		Epithelium (Member of Histology dep)	Lipid chemistry (Member of Biochemistry dep)	
	Practical Physiology 1&2	Practical Physiology 3&4		Practical Anatomy 7&8	Practical Anatomy 9&10	
	Practical Histology 3&4	Practical Histology 5&6		Practical Biochemistry 9&10	Practical Biochemistry 11&12	
	Cases 5&6	Cases 1&2		Skill lab 11&12	Skill lab 7&8	
Tuesday	Practical Physiology 5&6	Practical Physiology 11&12		Practical Anatomy 5&6	Practical Anatomy 11&12	
	Practical Histology 1&2	Practical Histology 7&8		Practical Biochemistry 1&2	Practical Biochemistry 7&8	
	Cases 3&4	Cases 9&10		Skill lab 3&4	Skill lab 9&10	
Wednesday	Online lectures					
	Carbohydrates chemistry (Member of Biochemistry dep)	Epithelium (Member of Histology dep)		Autonomic nervous system (Member of Physiology dep)	Terminology/Elective/Prof	

Block 1, Module BOS, Wk 4 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30	
Sunday	Hall lectures 1-6		Break	Hall lectures 7-12		
	Blood vessels and lymphatic system (Member of Anatomy dep)	Autonomic nervous system (Member of Physiology dep)		Blood vessels and lymphatic system (Member of Anatomy dep)	Autonomic nervous system (Member of Physiology dep)	
	Practical Physiology 7&8	Practical Physiology 9&10		Practical Anatomy 1&2	Practical Anatomy 3&4	
	Practical Histology 9&10	Practical Histology 11&12		Practical Biochemistry 3&4	Practical Biochemistry 5&6	
	Cases 11&12	Cases 7&8		Skill lab 5&6	Skill lab 1&2	
Monday	Hall lectures 7-12			Hall lectures 1-6		
	Connective tissue (Member of Histology dep)	Carbohydrates chemistry (Member of Biochemistry dep)		Connective tissue (Member of Histology dep)	Carbohydrates chemistry (Member of Biochemistry dep)	
	Practical Physiology 1&2	Practical Physiology 3&4		Practical Anatomy 7&8	Practical Anatomy 9&10	
	Practical Histology 3&4	Practical Histology 5&6		Practical Biochemistry 9&10	Practical Biochemistry 11&12	
	Cases 5&6	Cases 1&2		Skill lab 11&12	Skill lab 7&8	
Tuesday	Practical Physiology 5&6	Practical Physiology 11&12		Practical Anatomy 5&6	Practical Anatomy 11&12	
	Practical Histology 1&2	Practical Histology 7&8	Practical Biochemistry 1&2	Practical Biochemistry 7&8		
	Cases 3&4	Cases 9&10	Skill lab 3&4	Skill lab 9&10		
Wednesday	Online lectures					
	Carbohydrates chemistry (Member of Biochemistry dep)	Connective tissue (Member of Histology dep)		Nervous system (Member of Anatomy dep)	Terminology/Elective/Prof	

Block 1, Modules BOS Wk 5 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30
Sunday					
Monday					
Tuesday	End Module BOS				

Block 1, Modules GMD, DRG & MIP Wk 6-9, 11-15 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30	
Sunday	Hall lectures 1-6		Break	Hall lectures 7-12		
	MIP (Parasitology dep)	DRG (Pharmacology dep)		MIP (Parasitology dep)	DRG (Pharmacology dep)	
	Practical Pharmacology 7&8	Practical Pharmacology 9&10				
	Practical Pathology 9&10	Practical Pathology 11&12		Practical Micro/Para 3&4	Practical Micro/Para 5&6	
	Cases 11&12	Cases 7&8		Practical Skill lab 5&6	Practical Skill lab 1&2	
Monday	Hall lectures 7-12			Break	Hall lectures 1-6	
	MIP (Microbiology dep)	GMD (Pathology dep)			MIP (Microbiology dep)	GMD (Pathology dep)
	Practical Pharmacology 1&2	Practical Pharmacology 3&4				
	Practical Pathology 3&4	Practical Pathology 5&6			Practical Micro/Para 9&10	Practical Micro/Para 11&12
	Cases 5&6	Cases 1&2			Skill lab 11&12	Skill lab 7&8
Tuesday	Practical Pharmacology 5&6	Practical Pharmacology 11&12				
	Practical Pathology 1&2	Practical Pathology 7&8	Practical Micro/Para 1&2		Practical Micro/Para 7&8	
	Cases 3&4	Cases 9&10	Skill lab 3&4		Skill lab 9&10	
Wednesday	Online lectures					
	GMD (Pathology dep)	DRG (Pharmacology dep)			MIP (Microbiology dep)	Terminology/Elective/Prof

Block 1, Modules GMD, DRG & MIP Wk 10 (Hybrid system)

Days	9-10.30	10.30-12	12-12.30	12.30-2	2-3.30
Sunday	Mid Module GMD				
Monday	Mid Module DRG				
Tuesday	Mid Module MIP				

General objectives for the modules included in this term

General Objectives for the module (BOS 101)

(Biochemistry, physiology, Anatomy)

a1. Identify different anatomical position plane ,terms and nomenclature (anatomy)
A2 Describe the gross& microscopic structure of bone ,joint & muscles (anatomy)
A3 Classify different joints and muscles regarding their movements (anatomy)
A4 Describe the anatomical features of different body systems (GIT,CVS, respiratory , urogenital ,nervous) (anatomy)
A5 Discuss the sequence of events taking place during the early three weeks of prenatal human development, derivatives of each embryonic germ layer, fetal membranes and the causes of congenital malformations. (embryology)
A6 Determine the microscopic structure of epithelial tissue and connective tissues (histology)
A7 Describe general histological structure of cells & its organelles and different types of cell inclusions (histology)
A8 Determine the histological structure of the skin & it appendages (histology)
A10-Identify the structure and classification & function of carbohydrates, lipids amino acids and protein (biochemistry)
B2-Explain general principles of acid base balance and role of buffer system (physiology & biochemistry)
A9-Describe the function of cell membrane & method of membrane transport (physiology)
A11-Outline the mechanism of homeostasis, water volume and body compartment (physiology)
A12Describe the anatomical classification of the ANS and its function (physiology)
A13Summarize the function of neurotransmitters of the ANS (physiology)
Intellectual skills
B1Correlate the basic anatomical, physiological and biochemical molecular facts with the main clinical features of bone fractures. (anatomy and histology)
B2 Explain general principles of acid base balance and role of buffer system (physiology & biochemistry)
B3 Correlate signs and symptoms of some diseases with the presence of certain biochemical defects, (Acid- base imbalance) (biochemistry and physiology)
B4 Correlate physiological alterations of some autonomic disturbances with clinical data to reach etiology, diagnosis (physiology)
B5. Differentiate between types of epithelial & CT tissues (histology)
Practical skills
C1- Examine various types of special stains for cells and tissues (histology)
C2- Label and draw diagrams of different cells and tissues (histology)
C3- Examine the name and side (dexterity) of a given bone; and identify the structure attached/ related to a marked area of the bone (anatomy)
C4- Examine the marked structure (any muscle, artery, vein, nerve ... etc.) in a dissected region of a cadaver (anatomy).
C5- Demonstrate the measurement of z the pH of the biological fluids and demonstrate its medical significance (biochemistry)



C6- Detect the presence of different types of carbohydrates & protein and discriminate between them in an unknown sample depending on their biochemical structure.
(biochemistry)

Professional, & communication skills and attitude

D1- Demonstrate creativity and time management abilities

D2- Work constructively in a group, cooperating with their colleagues and use constructive feedback on his/her performance

D3- Show professional responsibility and respect the compliance to work through systems

D4- Communicate professionally with, colleagues and other members of the health care team.

D5- Gather, organize and appraise information including the use of information technology where applicable.

D6- Present the medical information in written, oral and electronic forms

D7- Be prepared for the lifelong learning needs of the medical profession.

DMG (pathology)

Knowledge & comprehension
a.1-Identify types, examples, etiology, pathogenesis and pathological features of Cell injury, adaptation ,apoptosis and cell death (pathology)
a.2-Describe types of inflammation., the pathogenesis, gross and microscopic features, systemic effects, fate and complications of each type (pathology) ----- cases
a.3- Determine types of tissue repair and factors affecting the process (pathology)
a.4- Differentiate between systemic types of infections as toxemia, bacteremia, septicemia and pyemia (pathology)
a.5- Describe pathological features of various bacterial (tuberculosis and syphilis), viral, mycotic and parasitic (Shistosomal) infections. (pathology)
a.6- Describe different forms of circulatory disturbances as thrombosis, embolism, infarction, congestion, edema, hemorrhage and shock (pathology)
a.6- Determine the basics of environmental &nutritional factors, and genetic anomalies. responsible for disease occurrence. (pathology)
a.7- Explain the molecular basis of carcinogenesis (pathology)
a.8- Summaries steps of carcinogenesis, origin and morphological features of different types of neoplasms (pathology)
a.9- Methods of treatment of brain abscess (surgery)--- cases
a.10- Identify the sources of infection, mode of transmission of gram negative bacilli infectious diseases (micro) --- cases
a.11- X ray findings and surgical treatment for pulmonary T.B. (internal medicine)
Professional and Practical Skills:
C.1- Diagnose the pathologic picture of a disorder based on gross and microscopic morphology (pathology)
C.2- Formulate a differential diagnosis
C.3- Choose the most appropriate cost effective pathologic procedures
C.4- Select the necessary techniques for sample reception and processing according to the nature of the specimen received
C.5- Apply suitable measures of lab safety and infection control

General objectives for the module MIB

Microbiology, and parasitology, community

Knowledge & comprehension
a.1- Identify the sources of infection, mode of transmission & causative organisms of various infectious diseases (micro ,para) ----cases
a.2-. Determine the epidemiology of infectious diseases (micro ,para, community)
a.3- Point out the principles of disease surveillance and screening, , communicable disease control, health promotion and health needs assessment (micro ,para, community)
a.4- Illustrate the management plan, prophylaxis & simple prevention methods of clinical case subjected to certain bacterial viral, parasite & helmenthesis (micro < para) (micro, para)
a.5- Describe the mechanisms of of bacterial resistance to some antimicrobial agents (micro)
A ¹ Describe common arthropods & explain their medical importance the diseases transmitted by them & methods of control (para)--- cases
a.7- Differentiate between immune responses (micro ,)
a.8-. Describe the different applications of cellular and humoral immunity (micro)
A.9- Illustrate the effect of immunodeficiency diseases (micro)
A.10 - Surgical approach in cases of hemothorax (surgery)---- cases
A.11 - Surgical diagnosis and treatment of hydatid cyst (surgery) ---- cases
A.12- Prevalance of T.B. in community
Intellectual skills
B.1- Select appropriate laboratory investigations to reach the proper diagnosis of common infectious disease (micro<para)
B.2- Differentiate between various infectious diseases of similar clinical manifestations to reach final diagnosis(micro<para)
B.3- Interpret the different laboratory finding about a clinical infectious case to reach diagnosis (micro<para)
B.4- Correlate the structural and functional alteration due to different infectious with the clinical picture of diseases (micro<para)
B.5- Compare between the innate and adaptive immunity of various infectious disease (micro)
B6 Choose the proper immunization & treatment of important infectious disease (micro < para) --case
Practical skills
C.1- Examine various agents directly in given specimens and in staining smears(micro)
C.2- examine different culture media and the effect of bacterial growth (micro)
C.3- examine serological tests to identify the causative agents of the disease(micro)
C.4- Differentiate the gross morphology of parasites (Boxes & Jars
C.5- Identify different stages of parasites (protozoal & helmenthesis) using simple or compound Microscope or diagrams and comment on diagnostic, infective Stages or vectors of disease transmission. (Para)
C7- Identify adult arthropods of medical importance & their life cycle stages (adult, egg, larva, pupa and nymph) using dissecting & compound microscopes(Para)
C.8- Apply suitable measures of lab safety and infection control (micro ,para)

DRG

(Pharmacology , internal medicine)

Knowledge & comprehension
a.1- Identify the pharmacokinetic, pharmacodynamics properties of different drugs affecting body systems.
a.2- Determine clinically relevant age, sex and genetic related variations that affect response to drugs
A.3- Determine the efficacy of drugs in the management of diseases
A.4- Explain mechanism of drug action
A.5- Point out the indications, the relative advantages and disadvantages of pharmacotherapy modalities affecting autonomic nervous, skeletal muscles & ocular system
A.6- Summarize the adverse effects of drugs , & contraindications of the studied drugs
A.7- Causes and types of coma and coma scale (internal medicine)---cases
A.8- Determine the different classifications, toxicokinetics & dynamics of common toxic substances (toxicology)-----cases
Intellectual skills
b.1- Select the proper drug for a certain disease in the context of case study
b.2- Interpret the use of selected drug in proper way including: dose- interval-duration-route of administration
b.3- Distinguish between drug - drug interactions in the prescription
b.5- illustrate management of adverse drug reactions.& detect earliest manifestations of side effects
Practical skills
C.1- Calculate accurately drug's dosage, bioavailability, plasma half life and volume of distribution in different patient populations - put in consideration - appropriate route of administration, age, sex & associated diseases
C.2- Perform experiment on isolated tissues to detect the effect of certain drugs & site of action
C.3- Choose the proper drugs to treat particular patient.
C.4- Write a prescription for selected important diseases

Cases for the first year students (first term 2020-2021)

Cases for the module (BOS 101)

1-case (1) (First day in medical school)

(Red on week 1 of the module and discussed in weeks 2,3)

Alia is a student in the first year medicine at the faculty of medicine October 6 University. In her first lecture Dr Amira the Biochemistry assistant lecturer began to talk about the homeostasis in the human body and how it affects the body systems and how it is maintained in the body. In the first lecture of physiology Prof Dr Ahmed began to talk about the methods of transport across the cell membrane and water and molecule transport across it. She was really excited and returned home to search for the new information and prepare herself for the presentation that will be held after two days.

Case – (2) (Non steroidal anti-inflammatory hazards)

(Red on week 3 of the block and discussed in week 4 , and 5)

(biochemistry, physiology , anatomy and histology integrated case)

Mr Akram is a 52 years old man, he suffers from arthralgia (pain in joints) and he used to take non steroidal anti-inflammatory drugs daily for the last year without medical consultation just by consulting one of his friends. Last week he began to suffer rapid breathing, fatigue and confusion. He was taken by his colleagues to the emergency unit where the doctors insisted that he should be hospitalized in the intensive care unit (I.C.U.) to correct his metabolic acidosis.



Cases for the (DRG) module:

Case (one) addiction :

Read Week (1) of the module and discussed on week (2 , and 3, 4, 5) together with the other two modules:

A male Student in the Faculty of Education, 20 years old. He started two years ago, to take an addictive substance by snuffing and sometimes by injection. He was presented to the emergency room with, coma, narrow pupil, and difficulty in breathing.

Cases for the module (GMD):

Case (TWO) (brain abscess) :

Read in week (1) of the module and discussed on weeks (2, 3, 4, 5): Together with the other two modules

A 5 years old female patient was admitted to the emergency unit suffering from severe headache, after investigation she was diagnosed to have brain abscess. Aspiration of pus from the abscess was done and transported to the laboratory in a special transport media. Gram stain was done and revealed gram negative bacilli. By doing culture on blood agar under aerobic condition, no growth was obtained

Cases for the module (MIP)

Case (THREE) : (Haemothorax) :

Read on week (1) of the module and discussed on weeks (2, 3, 4, 5):

A 17-year-old woman presented to the clinic with a history of dry cough, sore throat and mild fever. She was diagnosed to be having upper airway infection. She confirmed that she had had similar attacks in the previous 3 years. Chest X-ray revealed nearly complete replacement of the right hemithorax with a dense homogenous opacity.

The patient was then referred to the surgical clinic. Additional clinical imaging showed an impaired percussion note and diminished air entry over the right hemithorax. The chest X-ray was repeated and showed a very large, dense homogenous opacity occupying nearly 90% of the right lung. The preliminary initial diagnosis was *Echinococcus* of the lung. After a week of preparatory albendazole treatment, the patient underwent parenchyma-preserving surgery.

Case (FOUR) : (pulmonary T.B.)

Read on week 5 of the module and discussed on weeks (6 , 7 , 8) :

A 50 years old man was brought to the emergency department with productive cough and bloody sputum. The patient complained from shortness of breath, and reported having lost 20 Kgs of his weight in a short period of time without being on any regimen to decrease weight. He also complained from night sweats two or three nights a week for the past month. The patient was heavy smoker. On examination the patient appeared thin, and tall, his vital signs were normal. His lung examination was notable for decreased breath sounds diffusely. Chest X ray revealed a cavity in the left upper lobe. The patient was diagnosed as having pulmonary T.B.



Case (FIVE) : stomach upset

Read on week (12) and discussed on weeks (13, 14):

A patient was admitted to the internal medicine clinic complaining from stomach upset, diarrhea, swollen abdomen cough, weakness and fatigue. Investigations revealed anemia and unexplained weight loss. The patient was diagnosed to be having hydatid cyst.