بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Developing A Competency-Based Medical Curriculum, Kasr Alainy experience

Kasr Alainy Modular Program *K.A.M.P 2018/2019*

The Scientific day of the Department of Surgery
Kasr Alainy Faculty of Medicine
New Era of Surgical Education and Training

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Adult Learning Theories

A) Instrumental learning theories

These focus on individual experience.

1 Behavioural theories

2 Cognitive learning theories

3 Experiential learning (Kolb)

B) Humanistic theories

These theories promote individual development and are more learner-centred

1 Andragogy theory (Knowles)

2 Self-directed learning theory (Brookfield)

C) Transformative learning theory (Mezirow)

Transformative learning theory explores the way in which critical reflection can be used to challenge the learner's beliefs and assumptions

D) Social theories of learning context and community

1 Learning and thinking are social activities

2 Thinking and learning are structured by the tools available in specific situations

3 Thinking is influenced by the setting in which learning takes place

ANDRAGOGY

Tapping Into Prior Experience

6 Differences from children

1 Need for Knowledge: why they should learn.

2 Motivation: Adults are driven by internal motives. They will learn if they want to learn. “what’s-in-it-for-me”

3 Willingness: Comes from perceiving the relevance of the knowledge. They want to know how learning will help them better their lives, and they learn best when they know that the knowledge has immediate value for them.

4 Foundation or Experience: Adults bring with them rich reserves of experiences that form the foundation of their learning..

5 Self-Direction: Adults are self-directed individuals who want to take charge of the learning journey.

6 Orientation to Learning: Adults learn best when they “do.” Task-oriented learning **(PROBLEM CENTERED)**

Medical Education Development

Student-centred	Teacher-centred
Problem-based	Information-oriented
Integrated or interprofessional	Subject or discipline-based
Community-based	Hospital-based
Elective-driven	Uniform
Systematic	Opportunistic

SPICES model of educational strategies

Harden et al 1984

Medical Education Development

Competency-Based Medical Education

Integration

Milestones

INTEGRATION

"The organization of teaching matter to interrelate or unify subjects frequently taught in separate academic courses or departments" (Harden et al 1984)

Adult learning theories

adult learners' interest in meaningful learning

(Knowles 1980)

knowledge is most effective when the organization of that knowledge matches the way in which the knowledge is to be used

(Kaufman & Mann 2010)

Programs

Structure-Based

↓

Outcome-Based (OBME)

↓

Competency-Based (CBME)

Competency Based Medical Education (CBME)

COMPETENCY

The Intersection between *knowledge*, *skills*, *attitudes* and *values* as well as the mobilization of specific components in order to *transfer* them to a certain context or real situation, hence coming up with the best action/solution possible to address all different situations and problems that can emerge at any moment, making use of the available resources (Gómez del Pulgar, 2011)

The Proven Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development, (European Qualification Framework EQF, 2015)

Competency Based Medical Education (CBME)

Competency Unit (Area)

A stand alone function or functional area underlying some aspect of professional performance

Competency element (Key Competency)

A subsection of a competency unit, and contains examples of competent performance known as cues

Competency standards

Consists of Competency areas and competency elements

National competency standards for the registered nurse, Nursing and midwifery board of Australia (2006)

Competency Based Medical Education (CBME)

"An outcomes-based approach to the design, implementation, assessment and evaluation of a medical education program using an organizing framework of competencies"

Frank et al (2010)

"In a traditional educational system, the unit of progression is time and it is teacher-centered. In a CMBE system, the unit of progression is mastery of specific knowledge and skills and is learner-centered."

Sullivan (1995)

Competency Based Medical Education (CBME)

	Educational Program Approach	
Variable	Structure/Process	Competency-based
Driving force for curriculum	Content-knowledge acquisition	Outcome-knowledge application
Driving force for process	Teacher	Learner
Path of learning	Hierarchical (Teacher→student)	Non-hierarchical (Teacher↔student)
Responsibility for content	Teacher	Student and Teacher
Goal of educ. encounter	Knowledge acquisition	Knowledge application
Typical assessment tool	Single subject measure	Multiple objective measures
Assessment tool	Proxy	Authentic (mimics real tasks of profession)
Setting for evaluation	Removed (gestalt)	"In the trenches" (direct observation)
Evaluation	Norm-referenced	Criterion-referenced
Timing of assessment	Emphasis on summative	Emphasis on formative
Program completion	Fixed time	Variable time

Carraccio, 2002.

MILESTONES

- They are significant points in learner development
- They provide narrative descriptors of competencies and key competencies along a developmental continuum
- They enable both learner and program determine individual trajectories of development in narrative terms
- They lay out a framework of observable behaviors and other attribute associated with development of skills, knowledge and behaviors

Holmboe et al (2016)

Accreditation Council for Graduate Medical Education "ACGME"

Available online at www.sciencedirect.com

ScienceDirect

Health Professions Education ▮ (▮▮▮▮) ▮▮▮–▮▮▮

www.elsevier.com/locate/hpe

Medical Education in Egypt: Historical Background, Current Status, and Challenges

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Abstract

Background: From its beginnings in 1827, an important goal of medical education in Egypt has been to qualify physicians who can provide high-quality health care services for their local community and other communities in the Middle East region.
Objective and method: To describe the historical background, current status, and future challenges of medical education in Egypt, the authors conducted an extensive internet search, and made electronic communications as well as site visits to gather relevant data. In the final phase, the authors organized and interpreted their data with emphasis on the historical background, features of the curricula, practices of quality, and accreditation, as well as the challenges encountered. The authors collected data from 27 medical schools, all of which are supervised by Egypt's Supreme Council of Universities.
Results: The findings showed that the undergraduate programs (UGMEs) of medical schools in Egypt can be broken down into three categories reflecting the status of reform: innovative, traditional, or in transition. Areas of reform have included the main features of curriculum, teaching and learning methods, and assessment tools. Postgraduate studies in medicine (PGSM) in Egypt take place under two systems: the academic system, offered by universities, and the professional Fellowship of Egyptian Board (FEB) program, offered by the Ministry of Health. There are many initiatives to establish a national regulatory system for continuing medical education, but none of these initiatives is yet well established.
Conclusion: While UGME reform in Egypt is progressing, improvements are still required in both PGSM and CME.

Keywords: Egypt; Undergraduate medical education; Postgraduate medical education; Continuous medical education; Education reform

1. Introduction

Approximately 30% of Egyptians between 17 and 24 years of age attend university. Currently, nationwide, there are 25 public universities, 51 public non-university

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Before 2009, the majority of medical schools in Egypt adopted *discipline-based curricula*, in which didactic large-group lectures and apprenticeship approaches to clinical teaching were the main methods of instruction. An exception was FOM-SCU, which since its establishment has applied an integrated curriculum that features innovative instructional methods, including simulation, early clinical exposure, and project-based learning, in addition to problem-based learning (PBL) and community-based education (CBE).[6] The PBL parallel track at Al-Mansoura Faculty of Medicine began in 2006, the integrated curriculum at Alexandria Faculty of Medicine in 2009, the modular parallel track at Ain Shams University in 2014, and the Integrated Program of Kasr Al-Ainy (IPKA) in 2015; all of these are alternative models using student-centered teaching approaches

Abdel Aziz et al (2018)

I.P.K.A.

Integrated Program of Kasr Alainy
Faculty of Medicine - Cairo University

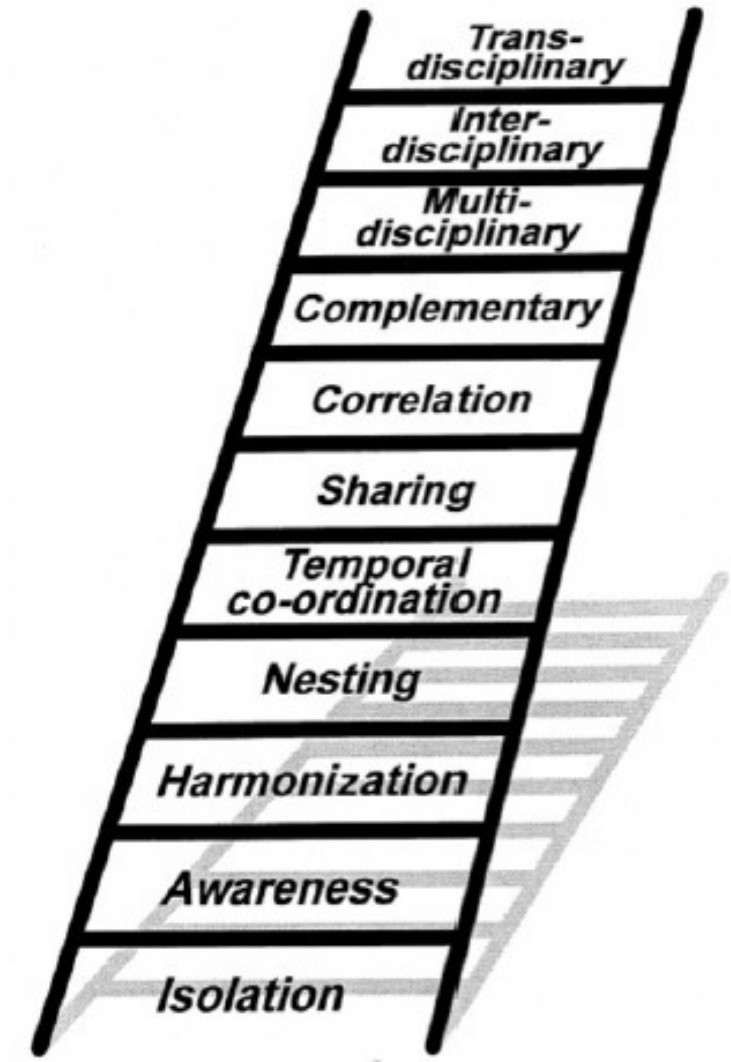
Credit Points

Core Medical Disciplines (Shared with Mainstream)
Horizontal Integration (Temporal Coordination)

Additional Mandatory Courses (Credit Points)
Integrated Sessions / CBL (Correlation)
Early Patient Encounter (Vertical Integration)
Scientific Research Methodology
Critical Thinking
Communications Skills
Family Medicine
Genetics
Emergency Medicine
Student Selected Component

Mentorship / Portfolio

Capacity Building



Harden, 2000 in The integrated curriculum in medical education: AMEE Guide No. 96 (Brauer & Ferguson 2015)

- Step 1 is isolation, in which faculty organize their teaching without considering other subjects or disciplines.
- Step 2 is awareness, in which teachers of one subject are aware of what is covered elsewhere, but no explicit attempt is made to help students look at a subject in an integrated manner.
- Step 3 is harmonization, in which teachers communicate with each other about their courses and adapt their content accordingly.
- Step 4 is nesting, also called infusion, in which teachers target content from other courses within their own courses.
- Step 5 is temporal co-ordination, in which similar content is covered in parallel across courses.
- Step 6 is sharing or joint teaching, often conducted when there are common areas of content or there is a need to include new content in a curriculum.
- Step 7 is correlation, in which an integrated teaching session may be introduced in addition to subject-based teaching.
- Step 8 is complementary programming, often related to a theme or topic to which several disciplines can contribute.
- Step 9 is multi-disciplinary, in which themes are identified, sometimes related to an area in which practical decisions need to be made, other times when the subject matter transcends subject boundaries. These themes or problems are viewed through a multidisciplinary lens even though the disciplines maintain their own identity and understanding of the problem.
- Step 10 is inter-disciplinary, in which there is further development of the commonalities across disciplines.
- Step 11 is trans-disciplinary, in which the curriculum focuses on the learner's process of constructing meaning from information and experience. An example cited is the last two years of the Dundee curriculum (Harden et al. 1997), in which students focus their learning around 113 clinical problems or tasks to integrate their experience.

Governing Bodies of Medical Education in Egypt

جمهورية مصر العربية
وزارة التعليم العالي

Universities' law

↓

Law Change

5+2

SCU
SUPREME COUNCIL OF UNIVERSITIES

↓

Guidelines

Integration
EPE
Research
Electives
Assessment

National Authority for Quality Assurance and Accreditation of Education
NAQAAE

↓

National
Academic
Reference
Standards
NARS

CBME

Law Change – Prime Minister's Decision

قرار رئيس مجلس الوزراء
رقم ٥٦٥ لسنة ٢٠١٨
بتعديل بعض أحكام اللائحة التنفيذية لقانون تنظيم الجامعات

رئيس مجلس الوزراء

بعد الاطلاع على الدستور ؛

وعلى قانون تنظيم الجامعات الصادر بالقانون رقم ٤٩ لسنة ١٩٧٢ وتعديلاته ؛

وعلى اللائحة التنفيذية لقانون تنظيم الجامعات الصادرة بقرار رئيس الجمهورية رقم ٨٠٩ لسنة ١٩٧٥ وتعديلاتها ؛

وعلى قرار رئيس الجمهورية رقم ٣٨٧ لسنة ٢٠١٥ بتفويض رئيس مجلس الوزراء فى بعض الاختصاصات ؛

وعلى موافقة المجلس الأعلى للجامعات ؛

وبعد موافقة مجلس الوزراء ؛

وعلى ما ارتآه مجلس الدولة ؛

وبناءً على ما عرضه وزير التعليم العالى والبحث العلمى ؛

قـــــرر :

(المـادة الأولى)

يُستبدل بنص المادة (١٥٤) من اللائحة التنفيذية لقانون تنظيم الجامعات المشار إليها النص الآتى :

« مدة الدراسة لنيل درجة البكالوريوس فى الطب والجراحة خمس سنوات بنظام الساعات أو النقاط المعتمدة » .

(المـادة الثانيـة)

يُنشر هذا القرار فى الجريدة الرسمية ، ويسرى على الطلاب الملتحقين الجدد اعتباراً من العام الدراسي ٢٠١٨/٢٠١٩

صدر برئاسة مجلس الوزراء فى ١١ رجب سنة ١٤٣٩ هـ

(الموافق ٢٩ مارس سنة ٢٠١٨ م) .

رئيس مجلس الوزراء ،

مهندس/ شريف إسماعيل

رقم الإيداع بدار الكتب ٢٠١٨/٦٥ الهيئة العامة لشئون المطابع الأميرية ٢٦٠٣١ / ٢٠١٧ - ٢٠١٨/٤/١ - ١٣٠٨

Supreme Council Guidelines

المـجلـس الاعـــلـى للجـــامعـــات
لجـنة قطـاع الدراسات الـطـبـيـة

• تقييم الطلاب :

- يشكل تقييم الطلاب جزءا لا يتجزاء من الانشطه التعليميه العامه و ينبغي ان يكون تصميم تقييم الطلاب مبنيا علي الجدارات و نواتج التعلم المطلوبه من البرنامج التعليمي و يجب استخدام ادوات تقييم زات مصداقيه و قابله للإستخدام.
- يجب ان يكون تقييم الطلاب مبنيا على التقييم (المدمج) او المتكامل وليس تقييم المواد الدراسية و تضع كل كليه(Blueprinting) جدول المواصفات الخاص بها مع مراعاة قواعد تقييم الطلاب المذكوره في المعايير المرجعيه من الهيئه القوميه لضمان جوده التعليم في جمهوريه مصر العربيه.
- لا يسمح للطالب الدخول الي الامتحانات الا اذا استوفي نسبه حضور ٧٥٪.
- يجب ان تتبني الكليه نظام التقيم التكويني (Formative assessment) في نظام النقاط المعتمده ويكون حضوره شرط لدخول الاختبارات التراكمية (Summative assessment) للطلبه و لا يشتمل هذا التقييم علي اي درجات و يستعمل نظام ملف الانجاز الالكتروني او الورقي لمتابعه الطلاب في التقييم التكويني و يلتزم المنسق بإعطاء تغذيه راجعه للطلبه عن التقييم الخاص بهم.
- التقييم التراكمي(Summative assessment) يشمل التقييم التراكمي علي اعمال السنة والامتحانات الدورية والنهائية.
- بالنسبة للامتحانات الدورية والنهائية تتم في نهايه الفصل الدراسي او المجموعة التعليمية (Block) او الوحده الدراسيه (Module) او العام الدراسي او المرحلة الدراسيه كما تري اداره الكليه.
- بالنسبة لاعمال السنة تتم فى نهاية البلوك او الوحده الدراسيه او الفصل الدراسي ويختبر الطالب بما يعادل ٣٠٪ من الدرجات.
- يتكون امتحان اخر العام او المرحلة التعليميه من ٧٠٪ على الاختبار النهائى مقسمة الى ٤٠٪ اختبار مدمج و من امثله الإختبارات : الاسئلة الموضوعية مثل الاختيار من متعدد او اسئلة المزاوجة الممتدة او الاسئلة المقالية المعدلة أو اسئله السيناريوهات المعتمده علي الحالات الاكلينيكيه و٣٠٪ على الاختبار العملى و من امثله ذلك الاختبار العملي الموضوعى متعدد المحطات مثل OSCE, OSPE و الرصد المباشر للمهارات والتمارين السريريه المصغره Mini-CEX Mini Clinical Evaluation (DOPS), Exerciser),
- لايوجد دور للاختبارات التقليديه الشفوية او الاختبارات اللاكلينيكيه للحالات القصيرة والطويلة.
- توزن درجات الامتحان علي حسب المجموعات التعليمية (Blocks) او الوحدات التدريسية (modules) و تختلف في نظامي النقاط او الساعات المعتمدة ففي نظام الساعات المعتمدة فتحسب كل ساعه ب٢٥ درجه اما في نظام النقاط المعتمدة فتحسب كل نقطه ما بين ١٥ و ٢٠ درجه.
- لكي ينجح الطالب يجب ان يحصل علي ٦٠٪ من الدرجات النهائيه و ٤٠٪ فى درجات الامتحان النظري.
- عند رسوب الطالب يصرح له دخول امتحان الدور الثان و يحتسب له درجه النجاح ٦٠٪ اما اذا رسب فى الدور الثانى فيحق له عند اعادة السنة الدراسية الاحتفاظ بدرجاته كاملة.
- لا ينقل الطالب من مرحله الي اخري الا عند نجاحه في جميع المجموعات او الوحدات التعليميه او الدورات السريرية.

- يجب ان يحتوي البرنامج الدراسي علي ٥ الي ١٠٪ منه لبعض المقررات او الوحدات الاختياريه.

National Academic Reference Standards (NARS)

Medicine

2nd Edition, 2017

National Authority for Quality Assurance and Accreditation of Education "NAQAAE"

NARS 2017

Shifting from
Outcome-based to Competency based medical education CBME

6 competency areas including 65 key competencies

i - Graduate as a health care provider (17 key competencies)

ii - Graduate as a health promoter (9 key competencies)

iii- Graduate as a professional (9 key competencies)

iv - Graduate as a scholar and scientist (8 key competencies)

v - Graduate as a member of a team & system (12 key competencies)

vi - Graduate as a life long learner & researcher (10 key competencies)

Competency Area I

Graduate as a health care provider

The graduate should provide quality, safe, patient-centered care, drawing upon his/her integrated knowledge and clinical skills, and adhering to professional values. The graduate should collect and interpret information, make clinical decisions and carry out diagnostic and therapeutic interventions with an understanding of the limits of his/her expertise, considering the patient's circumstances and preferences as well as the availability of resources

The graduate should be able to:

Competency Area I

Graduate as a health care provider

1.1. Take and record a structured, patient centered history

1.2. Adopt an empathic and holistic approach to the patients and their problems.

1.3. Assess the mental state of the patient.

1.4. Perform appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.

1.5. Prioritize issues to be addressed in a patient encounter.

1.6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.

1.7. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.

1.8. Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand.

1.9. Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM).

Competency Area I

Graduate as a health care provider

1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.

1.11. Perform diagnostic and intervention procedures2 in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.

1.12. Adopt strategies and apply measures that promote patient safety

1.13. Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions.

1.14. Respect patients' rights and involve them and /or their families/carers in management decisions.

1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.

1.16. Apply the appropriate pharmacological and nonpharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life.

1.17. Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification.

Competency Area II

Graduate as a health promoter

The graduate should advocate for the development of community and individual measures which promote the state of well-being, he/she should empower individuals and communities to engage in healthy behaviors, and put his/her knowledge and skills to prevent disease, reduce deaths and promote quality life style

The graduate should be able to:

Competency Area II

Graduate as a health promoter

2.1 Identify the basic determinants of health and principles of health improvement.

2.2 Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.

2.3 Discuss the role of nutrition and physical activity in health.

2.4 Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.

2.5 Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.

2.6 Recognize the epidemiology of common diseases within his/her community, and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.

2.7 Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.

2.8 Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.

2.9 Adopt suitable measures for infection control.

Competency Area III

Graduate as a professional

The graduate should adhere to the professional and ethical codes, standards of practice and laws governing practice

The graduate should be able to:

Competency Area III

Graduate as a professional

3.1. Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.

3.2. Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate.

3.3. Respect the different cultural beliefs and values in the community they serve.

3.4. Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities.

3.5. Ensure confidentiality and privacy of patients' information.

3.6. Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.

3.7. Recognize and manage conflicts of interest.

3.8. Refer patients to appropriate health facility at the appropriate stage.

3.9. Identify and report any unprofessional and unethical behaviors or physical or mental conditions related to himself, colleagues or any other person that might jeopardize patients' safety.

Competency Area IV

Graduate as a scholar and scientist

The graduate should build his clinical practice on a base of knowledge of scientific principles and methods of basic medical reasoning, care provision, further professional development and research

The graduate should be able to:

Competency Area IV

Graduate as a scholar and scientist

4.1 Describe the normal structure of the body and its major organ systems and explain their functions.

4.2 Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.

4.3 Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family.

4.4 Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease.

4.5 Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis).

4.6 Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions.

4.7 Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication; and effects on the population.

4.8 Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests.

Competency Area V

Graduate as a member of the health team and a part of the health care system

The graduate should work and collaborate effectively with physicians and other colleagues in the health care professions, demonstrating an awareness of and a respect for their roles in delivering safem effective patient and population-centered care. He.she should be committed to his/her role as a part of health system, respecting its hierarchy and rules and using his/her administrative and leadership skills to add value to the system

The graduate should be able to:

Competency Area V

Graduate as a member of the health team and a part of the health care system

5.1 Recognize the important role played by other health care professions in patients' management.

5.2 Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities and engaging in shared decision-making for effective patient management.

5.3 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work.

5.4 Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.

5.5 Communicate effectively using a written health record, electronic medical record, or other digital technology.

5.6 Evaluate his/her work and that of others using constructive feedback.

Competency Area V

Graduate as a member of the health team and a part of the health care system

5.7 Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary.

5.8 Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system.

5.9 Use health informatics to improve the quality of patient care.

5.10 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.

5.11 Improve the health service provision by applying a process of continuous quality improvement.

5.12 Demonstrate accountability to patients, society, and the profession.

Competency Area VI

Graduate as a lifelong learner and researcher

The graduate should demonstrate a lifelong commitment to excellence in practice through continuous learning and professional development. He should reflect on his own performance and plan for his own development making use of all possible learning resources. The graduate should have an inquisitive mind and adopt sound scientific research methodology to deal with practice uncertainty and knowledge gaps and to contribute to the development of his profession as well as for the purpose of his own academic development

The graduate should be able to:

Competency Area VI

Graduate as a lifelong learner and researcher

6.1 Regularly reflect on and assess his/her performance using various performance indicators and information sources.

6.2 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice

6.3 Identify opportunities and use various resources for learning.

6.4 Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.

6.5 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.

6.6 Effectively manage learning time and resources and set priorities.

6.7 Demonstrate an understanding of the scientific principles of research including its ethical aspects and scholarly inquiry and Contribute to the work of a research study.

6.8 Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability.

6.9 Analyze and use numerical data including the use of basic statistical methods.

6.10 Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry

Curriculum Committee

Curriculum Committee Dean's Decision (368/2017)
Higher Committee & **2** Subcommittees: *Curriculum Develop.* & *Assessment*
Participation of **5** Universities: Cairo, Beni Suef, Fayoum, October & MUST
More than **100** Staff members
All specialties, Medical Education Development Center, Quality & E-Learning Units
With Participation of Students & House Officers

جامعة القاهرة
Cairo University

مكتب العميد

كلية الطب
Faculty of Medicine

قرار عميد الكلية

رقم (٣٦٨) صادر بتاريخ ٤/ ١١ /٢٠١٧

عميد الكلية:

- بعد الإطلاع علي القانون رقم ٤٩ لسنة ١٩٧٢ بشأن تنظيم الجامعات ولائحته التنفيذيـة والقـرارات المعدلة له.
- وعلى قرار رئيس الجمهورية رقم ٨٠٩ لسنة ١٩٧٥ بإصدار اللائحة التنفيذية لقانون تنظيم الجامعات.
- وعلى موافقتنا.

قـــرر

مادة (١): تُشكل اللجنة العليا التنسقية لتحضير الكلية لتطبيق النظام الحديث للنقاط المعتمدة وذلـك علي النحو التالي

ا.د. فتحي رزق فاروق خضير	عميد الكلية	(بصفته رئيسا)
أ.د. محمد طارق زكي أنيس	وكيل الكلية لشئون للدراسات العليا والبحوث	(بصفته)
ا.د. هالة صلاح الدين طلعت	لشئون التعليم والطلاب	(بصفتها)
أ.د. خالد مكين عبدالعظيم	وكيل الكلية لشئون خدمة المجتمع	(بصفته)
أ.د. نادية حسن بدراوي	أستاذ متفرغ طب الأطفال	
أ.د. منى محمود علي حامد	رئيس قسم الطفيليات	
ا.د. مني عطية محمود هنا	مدير وحدة الجودة	
- ا.د. هشام محمود عامر	أستاذ الجراحة العامة ومدير لجنة التقييم	
أ.د. طارق أحمد حسن سعيد	مدير البرنامج التعليمي ومدير لجنة تطوير المناهج	
ا.د. محمد حسن علي فهمي	أستاذ الجراحة العامة	
ا.د.حاتم حمدي العيشي	أستاذ الروماتيزم والتأهيل	
ا.د. نرمين مفتاح جلال فتح الله	أستاذ طب الأطفال	
ا.د. ايمان عبد المجيد عيسي	مدرس طب وجراحة العين	
ا.د. ماريزيوسف عوض الله	مدرس الأشعة التشخصية	

أعضاء من الخارج:

- ا.د. خالد الخشاب	وكيل الكلية لشئون التعليم والطلاب بطب الفيوم
- أ.د. وائل الشاعر	وكيل الكلية لشئون التعليم والطلاب بطب بني سويف
- أ.د. نهاد محبوب	وكيل الكلية لشئون التعليم والطلاب بطب مصر والعلوم والتكنولوجيا
-	ممثل عن كلية طب ٦ أكتوبر

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جامعة القاهرة
Cairo University

مكتب العميد

كلية الطب
Faculty of Medicine

لجنة تطوير المناهج

- ا.د. فتحي رزق فاروق خضير	عميد الكلية	(بصفته رئيسا)
- أ.د. محمد طارق زكي أنيس	وكيل الكلية وكيل الكلية لشئون للدراسات العليا	(بصفته)
- أ.د. هاله صلاح الدين طلعت	وكيل الكلية لشئون التعليم والطلاب	(بصفتها)
- ا.د طارق احمد حسن سعيد	مدير البرنامج التعليمي ومدير اللجنة	
- أ.د. مصطفى عبدالحميد سالم	مدير مركز التعليم الطبي بصفته مسئولاً عـن تطـوير قدرات أعضاء هيئة التدريس	
- ا.د. منال رشدي محمد العصري	استاذ الأمراض الباطنة	
- ا.د. عبير أحمد زايد	أستاذ الطب الشرعي	
- ا.د. حنان عبد العزيز مبارك	أستاذ الفسيولوجيا	
- ا.د هالة عصام الدين محمد كحلة	استاذ الأمراض الباطنة	
- د صافي زاهد عبد الرحمن	أستاذ مساعد الأمراض الصدرية	
- د. منى محمد شعبان	مدرس التوليد وامراض النساء	
- د. منى سعيد الشربيني سليمان	مدرس الطفيليات	
- د. زينب احمد محمد نور عطيه	مدرس الكيمياء الحيوية الطبية	

لجنة التقييم

- ا.د. فتحي رزق فاروق خضير	عميد الكلية	(بصفته رئيسا)
- أ.د. محمد طارق زكي أنيس	وكيل الكلية وكيل الكلية لشئون للدراسات العليا	(بصفته)
- أ.د. خالد مكين عبدالعظيم	وكيل الكلية وكيل الكلية لشئون خدمة المجتمع	(بصفتها)
- ا.د. جيهان ابراهيم ابو الفتوح	رئيس قسم الهستولوجيا	
- ا.د. هشام محمود عامر	أستاذ الجراحة العامة ومدير اللجنة	
- ا.د. منال عبد الواحد بصيلة	أستاذ الأمراض الجلدية	
- ا.د. زينب محمد المعداوي	استاذ الهستولوجيا	
- ا.د. ايهاب عبد العزيز الشعراوي	استاذ التشريح	
- أ.د. أحمد سليمان نصر	أستاذ التوليد وأمراض النساء	
- د. شيماء ابراهيم محمد الجعفرى	مدرس الفسيولوجيا الإكلينيكية للجهاز العصبي	

مادة (٢): يتم دعوة مديري لجنة تطوير المناهج ولجنة التقييم لحضور اجتماعات مجلـس الكليـة بصفه دورية.

مادة (٣): يُنشر هذا القرار على جميع المختصين بتنفيذه.

عميد الكلية
أ.د/ فتحي خضير

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اللجنة العليا التنسيقية لإدارة برنامج كلية الطب

اولا: تشكيل اللجنة

- يصدر قرار من عميد الكلية بتشكيلها و تتكون لجنة المناهج من 9 إلى 13 عضو و هم:

العميد

وكيل الكلية لشئون التعليم والطلاب.

مدير إدارة الجودة.

أعضاء من هيئة التدريس ممثلين لبعض التخصصات الأكاديمية والإكلينيكية بنسبة 3 : 4

على الأقل أحد الطلاب ويمكن إضافة طبيب امتياز.

- تكون للجنة سلطة عليا لتنفيذ ومتابعة البرنامج ولا يسمح بتغيير أي جزء من البرنامج إلا بعد موافقة اللجنة.
- تتبع اللجنة مجلس الكلية وتقدم تقاريرها إلى المجلس دورياً.
- تعقد اللجنة اجتماعات على الأقل مرتين كل شهر وتعيين مدير منها لإدارة البرنامج.
- يتبع اللجنة لجنتان فرعيتان يصدر بتشكيلهم قرار من العميد هما: لجنة تطوير المناهج و لجنة التقييم
- تُعين اللجنة منسق لكل فصل دراسي أو مقرر أو وحدة دراسية.
- يراعى في اختيار أعضاء اللجنة بعض أو كل الشروط التالية:

أن تتضمن أعضاء من مختلف مستويات هيئة التدريس (مدرس، أستاذ مساعد، أستاذ، أستاذ متفرغ).

وجود خبره وممارسة في إدارة العمليات التعليمية.

مشهود لهم بالسمعة الطيبة ومهارات التواصل الجيد مع الطلاب والزملاء.

وجود ماجستير أو دبلوم في التعليم الطبي .

الإشتراك في أبحاث في مجال التعليم الطبي.

ثانياً: وظائف ومسئوليات اللجنة:

تكون اللجنة مسئولية بشكل عام على الإشراف على البرنامج الدراسي لمرحلة البكالوريوس بشكل كامل من حيث التصميم، إدارة التنفيذ، المتابعة، تقييم البرنامج، ضمان التنسيق، التعديل والتحسين وتقديم المقترحات لمجلس الكلية وتقوم اللجنة بالمهام الآتية:

- صياغة السياسات والإجراءات واللوائح المنظمة للأطراف المسئولة عن المنهج والمقررات أو الوحدات التعليمية أو الفصول الدراسية بالكلية.
- عمل توصيف البرنامج بما لا يقل عن المواصفات القياسية التي تعلنها الهيئة القومية لضمان الجودة والاعتماد بجمهورية مصر العربية وبما يضمن:

- توافق نواتج التعلم المستهدفة من البرنامج مع المعايير الأكاديمية القومية والتي تعلنها الهيئة القومية لضمان جودة التعليم بجمهورية مصر العربية.
- اختيار طرق التدريس والتعلم التي تحقق نواتج التعلم الخاصة بالبرنامج المطور.
- تحديد المقررات أو الوحدات التعليمية التي تحقق نواتج التعلم المستهدفه من البرنامج والمعايير الأكاديمية القومية ومدى تحقيقها للمهارات والجدارات المطلوبة بشكل منطقي ومتناسق.
- تحقيق قدر مناسب من التاكل الأفقي والرأسي عبر البرنامج والمقررات بما لا يقل عن المستوى الخامس لسلم هاردن.

- تصميم المقررات أو الوحدات التعليمية وتعيين منسق لكل مقرر أو وحدة تعليمية والإشراف على مراجعة توصيف المقررات أو الوحدات التعليمية بما يتوافق مع توصيف البرنامج والإشراف على أي مقرر مقترح من الكلية.
- التواصل مع رؤساء الأقسام لمتابعة انتظام تنفيذ المقررات الدراسية.
- التواصل مع وحدة الجودة والتنسيق معها في متابعة تنفيذ البرنامج.
- التأكد من إضافة مقررات عمودية من مهارات التواصل واخلاقيات المهنة والاحترافية.
- تحديد الحالات الإكلينيكية التي يجب أن يتقنها الطلاب والمهارات المطلوبة والمتوقعة من الخريج لتمكنه من التقدم لفترة عمله كطبيب مقيم بما لا يقل عن معايير الهيئة القومية لضمان الجودة والتعليم بجمهورية مصر العربية
- تقديم مقترحات لإضافة أو حذف أي مقررات أو وحدات تعليمية إلى البرنامج.
- اقتراح خطة تطوير مهارات أعضاء هيئة التدريس وعمل استشارات لأعضاء هيئة التدريس في إعادة تصميم البرامج والمقررات الدراسية والتواصل مع لجان الجودة في الكليات لتنسيق وتقديم ورش عمل ودورات لتنمية قدرات أعضاء هيئة التدريس في التعليم التكاملي.
- عمل مراجعة وتقييم للبرنامج دورياً.
- كتابة تقرير ربع سنوي لمجلس الكلية عن نشاط اللجنة وانتظام الدراسة بالطريقة التكاملية.
- التأكد من أن البنية التحتية والتسهيلات اللوجستيه للكلية تناسب البرنامج ومقرراته الدراسية.

مهام منسق الفصل الدراسي أو المقرر أو الوحدة التعليمية بما يلي:

- الإشراف على أعداد الجداول الدراسية للفصل الدراسي تحت إشراف مدير البرنامج ووكيل الكلية لشئون التعليم والطلاب.
- متابعة انتظام العملية التعليمية وكل ما يتعلق بأعمال التدريس والتدريب والامتحانات بالفصل الدراسي المعني أو المقرر أو الوحدة التعليمية.
- متابعة الطلاب والعمل على حل المشاكل اليومية التي تواجههم.
- تسيير العمل اليومي في الفصل الدراسي المسئول عنه وإفادة مدير البرنامج عن مستوى إنتظام و تحصيل الطلاب وتقديم تقرير عن ذلك.
- التنسيق بين الأقسام العلمية داخل الفصل الدراسي ودراسة المستوى العلميللمقررات بالفصل الدراسي.
- التواصل مع لجنة التقييم التي تقوم بإعداد الاالاختبارات النظرية والعملية بالتعاون مع وكيل الكلية لشئون الطلاب والتعليم لمراجعة نتائج الامتحانات وتطبيق قواعد تأكيد الجودة.

I- Committee Meetings
II- Workshops & E-Forums
III- Departments' Input
IV- Departmental & Inter-Departmental Meetings
V- Faculty Committees' Presentations

إجتماعات

أولاً: إجتماعات اللجنة العليا التنسيقية و لجنة

١- إجتماع الاول تحضيرى لبدء أعمال ال
٢- الاجتماع الثانى ٢٦ نوفمبر ٢٠١٧
٣- الاجتماع الثالث ٢٨ نوفمبر ٢٠١٧
٤- الإجتماع الرابع ٤ ديسمبر ٢٠١٧
٥- الإجتماع الخامس ٩ ديسمبر ٢٠١٧
٦- الإجتماع السادس ٢٣ ديسمبر ٢٠١٧
٧- الإجتماع السابع ٢٧ ديسمبر ٢٠١٧
٨- الإجتماع الثامن مع رؤساء الأقسام ٩
٩- الإجتماع التاسع ١٧ يناير ٢٠١٨
١٠- الاجتماع العاشر مع رؤساء أقسام الع
١١-الاجتماع الحادى عشر مع منسقي الو
١٢- الاجتماع الثانى عشر ٢٧ مارس ١٨
١٣-الاجتماع الثالث عشر ٢٨ مارس ١٨
١٤-الاجتماع الرابع عشر ٢٩ مارس ١٨
١٥- الاجتماع الخامس عشر ٣١ مارس ٨

ثانياً: ورش عمل و ندوات إلكترونية

ثالثاً: مقترحات الاقسام

١- مقترح من قسم صحة الاسرة
٢- مقترح من قسم الصحة العامة
٣- مقترح من قسم الطب الشرعى و السم

رابعاً: إجتماعات تنسيقية للمناقشة و تفعيل التكامل "مع" و "بين" الاقسام المختلفة

١- إجتماع مع رئيس قسم صحة الاسرة ٢٢ يناير ٢٠١٨
٢- إجتماع مع رئيس قسم الصحة العامة ٢٤ يناير ٢٠١٨
٣- إجتماع مع رئيس الباطنة ٢٤ يناير ٢٠١٨
٤- اجتماع في قسم الميكروبيولوجى ٢٩ يناير ٢٠١٨
٥- إجتماع مع أعضاء قسم الجراحة ٥ فبراير ٢٠١٨
٦- إجتماع مشترك مع رئيسي قسم الباطنة و الجراحة ٦ فبراير ٢٠١٨
٧- اجتماع في قسم الكيمياء الحيوية ٧ فبراير ٢٠١٨
٨- اجتماع في قسم الميكروبيولوجى ٧ فبراير ٢٠١٨
٩- اجتماع في قسم الفارماكولوجى ٧ فبراير ٢٠١٨
١٠- إجتماع مشترك لأقسام الفارماكولوجى و الميكروبيولوجى ٧ فبراير ٢٠١٨
١١- إجتماع مشترك لأقسام الفسيولوجى و الهستولوجى و الكيمياء الحيوية ١٠ فبراير ٢٠١٨
١٢- إجتماع مشترك لأقسام الجراحة و الباطنة و النساء و الأطفال ١١ فبراير ٢٠١٨
١٣- عرض البرنامج على مجلس قسم الجراحة ١٢ فبراير ٢٠١٨
١٤- إجتماع لرؤساء اقسام العلوم الأساسية و منسقى الوحدات الدراسية ١٣ فبراير ٢٠١٨
١٥- إجتماع لرؤساء اقسام العلوم الأساسية لمناقشة بعض بنود اللائحة المتعلقة بالاختبارات ٢٠ فبراير ٢٠١٨
١٦- إجتماع مشترك لأقسام الباثولوجى و الفسيولوجى و الهستولوجى و الكيمياء الحيوية ٢١ فبراير ٢٠١٨
١٧- إجتماع مشترك لرؤساء أقسام الجراحة و الباطنة و النساء و الأطفال ٢١ فبراير ٢٠١٨
١٨- عرض لمجلس قسم الامراض النفسية ٦ مارس ٢٠١٨
١٩- عرض لمجلس قسم العظام ١٣ مارس ٢٠١٨
٢٠- عرض لمجلس قسم المسالك البولية و التناسلية ١٤ مارس ٢٠١٨
٢١- إجتماع مشترك لأقسام الجراحة و العظام و المسالك ١٩ مارس ٢٠١٨

خامساً: عروض للجان و مجلس الكلية

١- عرض لمجلس الكلية ٢٥ فبراير ٢٠١٨
٢- عرض للجنة شؤون التعليم و الطلاب ١١ مارس ٢٠١٨

- ثم قام اد طارق سعيد بعرض قائمة بسيناريوهات الحالات التى تم تحضيرها للتدريس بنظام PBL في الوحدات الدراسية المختلفة

PREPARED CASES FOR INTEGRATED SYSTEM BASED MODULES

METHODS OF TEACHING:

- Small group, Case-Based Instruction (CBI).
- Cadaveric dissection laboratories.
- BioPac medical physiology laboratories.
- Patient panels.
- Clinical case mysteries - small group presentations.
- Team-based learning.
- Independent Learning Modules.
- Flipped classroom methodologies.

Cases for system based modules:

1ST BLOCK: Introduction to Disease mechanisms • Lung cancer • Compound fracture • Tonsillitis • Abcess • Amyloidosis	**2ND BLOCK: Support & Movement** • Multiple humerus fractures and shoulder dislocation • Acute limb ischemia secondary to intra-arterial injection • Cut wound injury at the wrist • Postoperative Radial n injury • Fracture neck of femur • Carpal tunnel syndrome • Supraspinatus tear and subacromial bursitis • Osteogenesis omperfecta • Familial periodic paralysis	**3RD BLOCK: Hemopoietic system, Lymphatic & immune system** • Macrocytic anemia • G6PD deficiency • Sickle cell anemia • Breast malignant tumour
4TH BLOCK: Respiratory system, Cardiovascular system, Neuroscience I (Autonomic NS) • Pheocromocytoma • Pericardial effusion • Angina • Hemopneumothorax • IRDS • shock	**5TH BLOCK: Neuroscience II (CNS), Endocrine System** • Intracranial hemorrhage • Trigeminal neuralgia • Hemiplegia • Bell's palsy • Alzheimer disease • Acromegaly • Thyrotoxicosis • Osteoporosis • Tetany • Sheehan's syndrome • Cushing syndrome • DKA • Hyperthyroidism • DM • Short stature • Open angle glaucoma • Closed angle glaucoma	**6TH BLOCK: Digestive system, Urinary system, Reproductive system** • Peptic ulcer • Appendicitis • Submandibular duct stone • Portal HTN • Obstructive jaundice • Hepatic hydatid cyst • Male infertility • Nephrotic syndrome

و إنتهى الاجتماع في الساعة الواحدة ظهرا

مدير اللجنة

اد / طارق سعيد

المقترحات التى تم عرضها من قبل أعضاء

التقييم ٩ يناير ٢٠١٨

ضاء اللجنة العليا و
عات ٦ أكتوبر و بنى

نسخة 2017 ✓

وذج الهيئة القومية للجودة

نسخة 2017 (Matrix)

تعليم الطبى

تعليمية

NARS 2017

Shifting from Outcome-based to Competency based medical education

CBME

6
i
ii
iii
iv
v
vi

Current: Hours /
1st Year : 26 Hrs
2nd Year: 26 Hrs
3rd Year : 25 Hrs
78
Proposed: 35 ho
5 hours per week
1 Week per modu
Hours for each b

Committee Tasks

✓ Program LOs, Framework

✓ Modules' weights

✓ Module coordinators

✓ Course ILOs in accordance wth NARS 2017

← Writing Modules

✓ Writing Bylaws

↖ Program Specs

↖ Program Matrix

✓ Teaching facilities' coding & database

✓ Laboratory development

← E-Learning Unit & Internet Platform development

Program Learning Objectives

Gap Analysis

- **Revision of key competencies against proposed program LOs**
- **Addition of new LOs to achieve key competencies**
- **Adding new modules to achieve new LOs**

New Additions

- Family Medicine
- Investigative Medicine (Diagnostics)
- Mental Health & Cognitive Principles
- Palliative Medicine & Oncology
- Medical Research Methodology, Biostatistics & EBM
- Early patient Encounter
- Medical Ethics & Law
- Medical Professionalism
- Communication Skills
- Student Selected Component (Electives)

Vertical Curricula

Vertical Curricula

Obligatory	Student Selected Component (SSC) 15 Credit Points		
	Humanitarian	In-Depth Medical Studies	Languages
	3 Credit Points Each Duration: 1 Semester	6 Credit points Each Duration: 2 Semesters	9 Credit Points Each Duration: 3 Semesters
Medical Terminology	History of Medicine in Egypt	Anesthesiology	Arabic
Medical Professionalism	Sociology	Breast	English
Medical Ethics & Law	Art & Design	Cardiac Surgery	French
Communication Skills	Photography	Critical Care	German
Early Patient Encounter	Health Economics	Diabetes	
Medical Research & EBM	Human Resources	Genetics	
	Computer Programming	Geriatric Medicine	
	Information Technology	Head & Neck Surgery	
	Medical Statistics	Infertility	
	Hospital Management	Interventional Radiology	
	Quality Control	Neurosurgery	
	Narrative Medicine	Oncology	
		Ophthalmology	
		Organ Transplantation	
		Otorhinolaryngology	
		Pediatric Cardiology	
		Pediatric Surgery	
		Plastic Surgery	
		Radiology	
		Sports Medicine	
		Traumatology	
		Urology	
		Vascular Surgery	

TAXONOMY
OF
EDUCATIONAL OBJECTIVES

The Classification of Educational Goals

HANDBOOK 1 COGNITIVE DOMAIN

By

A Committee of College
and University Examiners

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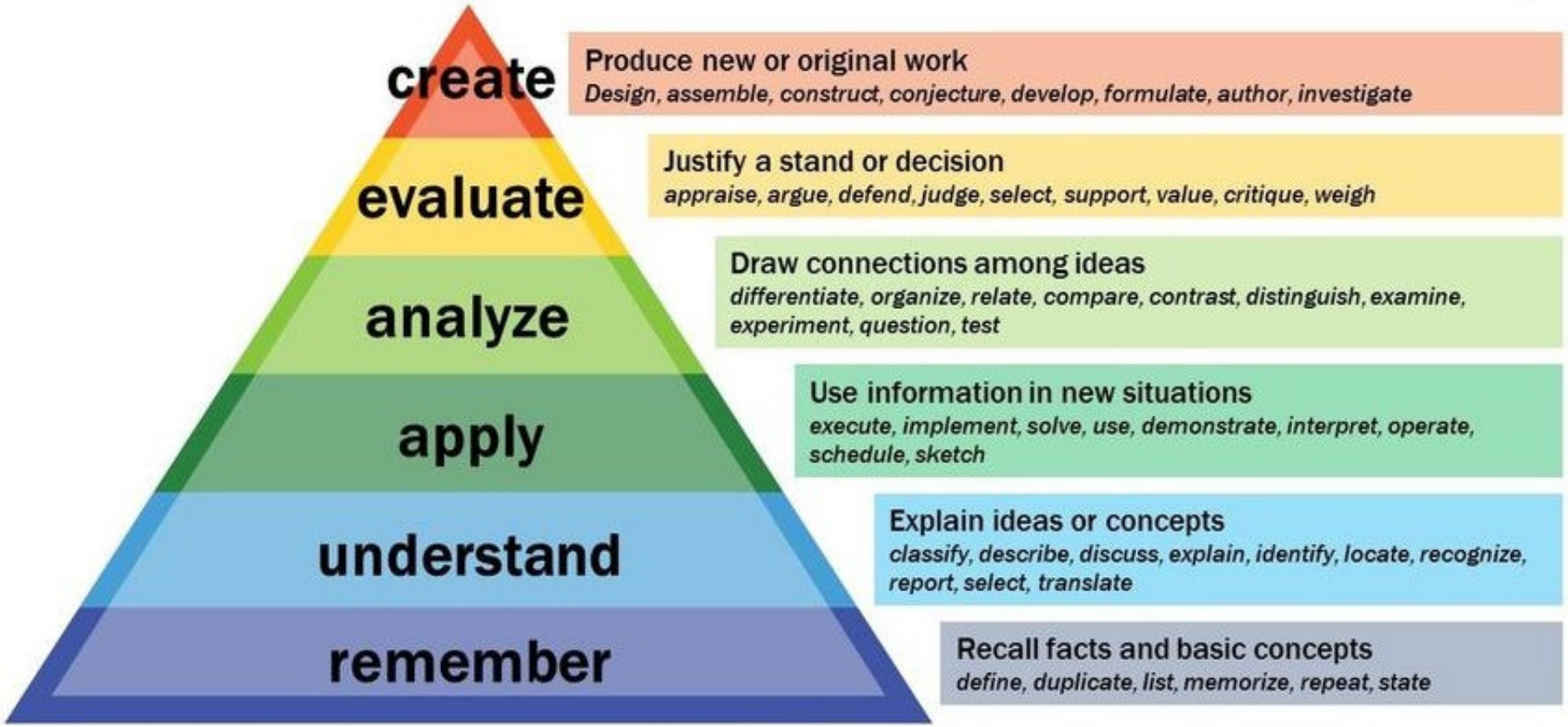
Michigan State University

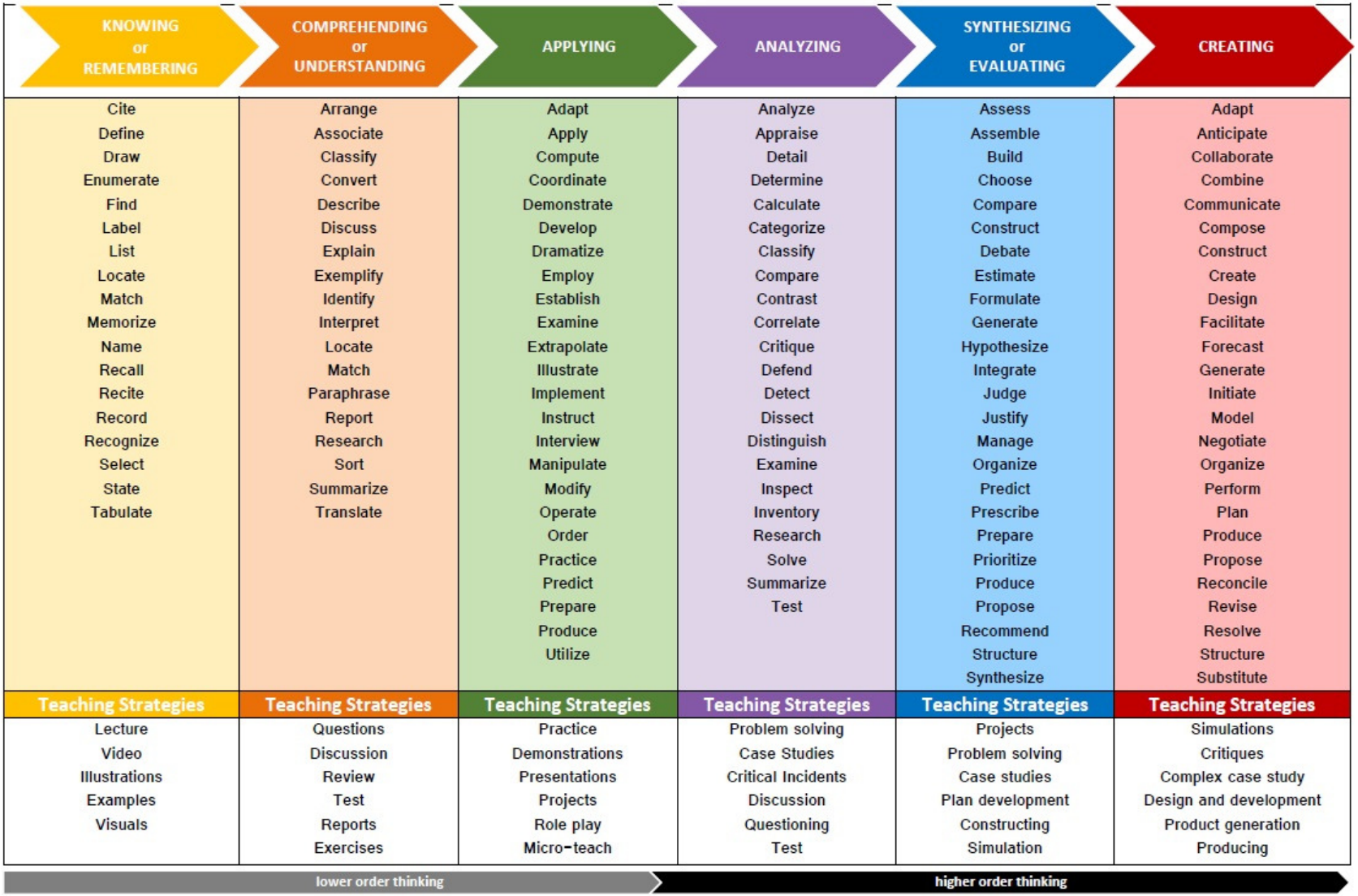
David R. Krathwohl
Coordinator of Research
Bureau of Research and Service
Michigan State University

LONGMANS

Bloom's Taxonomy



Vanderbilt University Center for Teaching: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/



KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite	Arrange	Adapt	Analyze	Assess	Adapt
Define	Associate	Apply	Appraise	Assemble	Anticipate
Draw	Classify	Compute	Detail	Build	Collaborate
Enumerate	Convert	Coordinate	Determine	Choose	Combine
Find	Describe	Demonstrate	Calculate	Compare	Communicate
Label	Discuss	Develop	Categorize	Construct	Compose
List	Explain	Dramatize	Classify	Debate	Construct
Locate	Exemplify	Employ	Compare	Estimate	Create
Match	Identify	Establish	Contrast	Formulate	Design
Memorize	Interpret	Examine	Correlate	Generate	Facilitate
Name	Locate	Extrapolate	Critique	Hypothesize	Forecast
Recall	Match	Illustrate	Defend	Integrate	Generate
Recite	Paraphrase	Implement	Detect	Judge	Initiate
Record	Report	Instruct	Dissect	Justify	Model
Recognize	Research	Interview	Distinguish	Manage	Negotiate
Select	Sort	Manipulate	Examine	Organize	Organize
State	Summarize	Modify	Inspect	Predict	Perform
Tabulate	Translate	Operate	Inventory	Prescribe	Plan
		Order	Research	Prepare	Produce
		Practice	Solve	Prioritize	Propose
		Predict	Summarize	Produce	Reconcile
		Prepare	Test	Propose	Revise
		Produce		Recommend	Resolve
		Utilize		Structure	Structure
				Synthesize	Substitute
Teaching Strategies	**Teaching Strategies**	**Teaching Strategies**	**Teaching Strategies**	**Teaching Strategies**	**Teaching Strategies**
Lecture	Questions	Practice	Problem solving	Projects	Simulations
Video	Discussion	Demonstrations	Case Studies	Problem solving	Critiques
Illustrations	Review	Presentations	Critical Incidents	Case studies	Complex case study
Examples	Test	Projects	Discussion	Plan development	Design and development
Visuals	Reports	Role play	Questioning	Constructing	Product generation
	Exercises	Micro-teach	Test	Simulation	Producing

lower order thinking → higher order thinking

BLOOM'S TAXONOMY OF LEARNING OBJECTIVES (revised)

UNMC faculty development www.unmc.edu/facdev

Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon.

Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Competency Area I
Graduate as a health care provider

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competencies	Program LOs
1.1. Take and record a structured, patient centered history	1.1.1 Interview and document a structured patient history.
1.2. Adopt an empathic and holistic approach to the patients and their problems.	1.2.1 Implement holistic approach to patients' problems, taking into consideration beliefs values, goals and concerns.
1.3. Assess the mental state of the patient.	1.3.1 Assess the mental and psychological status of the patient. 1.3.2 Identify common types of cognitive impairments.
1.4. Perform appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.	1.4.1 Conduct full physical assessment for different age groups and genders in acute and chronic clinical conditions. 1.4.2 Perform appropriate clinical examination, with consideration of the different culture backgrounds.
1.5. Prioritize issues to be addressed in a patient encounter.	1.5.1 Prioritize the collected data during history taking and clinical examination. from the patient medical problems and their differential diagnoses
1.6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.	1.6.1 Follow the guide lines in choosing the proper investigation, taking in consideration the cost effectiveness factors. 1.6.2 Analyze results of performed investigation to reach a proper diagnosis.

Competency Area I
Graduate as a health care provider

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competencies	Program LOs
1.7. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.	1.7.1 Recognize uncertain and complex medical conditions that are unavoidable in the practice of medicine. 1.7.2 Cope with the complexity and uncertainty by proper counseling, consultation and referral.
1.8. Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand.	1.8.1 Integrate basic sciences relevant to medicine into clinical practice.
1.9. Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM).	1.9.1 Retrieve and analyze relevant data using different current information resources. 1.9.2 Evaluate collected data to solve clinical problems.
1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.	1.10.1 Formulate the collected data including the history, clinical examination and investigations to reach a proper diagnosis.
1.11. Perform diagnostic and intervention procedures2 in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.	1.11.1 Perform different diagnostic and intervention procedures in a safe manner in different clinical situations.* Appendix B 1.11.2 Define the principles of management for common diseases and life-threatening conditions including pharmacological basis of drugs, non-invasive and invasive interventions, basic pre- and post operative care, pain relief and palliative care.
1.12. Adopt strategies and apply measures that promote patient safety	1.12.1 Recognize basics of health and patient's safety and safety procedures during practical and clinical years.

Competency Area I
Graduate as a health care provider

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competencies	Program LOs
1.13. Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions.	1.13.1 Construct a patient centered management plan, in collaboration with the patient, his family and other health professionals. 1.13.2 Formulate the management decisions according to Evidence Based Medicine.
1.14. Respect patients' rights and involve them and /or their families/carers in management decisions.	1.14.1 Respect patient's right to know and share in management decision.
1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.	1.15.1 Follow the guidelines necessary for managing emergencies, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.
1.16. Apply the appropriate pharmacological and nonpharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life.	1.16.1 Adopt the guidelines for appropriate therapeutic modalities for palliative care and pain management.
1.17. Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification.	1.17.1 Support the patients and their families at end of life, as regards alleviation of symptoms and recognition of legal factors.

Competency Area II

Graduate as a health promoter

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
2.1 Identify the basic determinants of health and principles of health improvement.	2.1.1 Identify the core knowledge of health care. 2.1.2 Clarify the basic principles of health care enhancement.
2.2 Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.	2.2.1 Integrate variable factors including economic, psychological, social, and cultural issues that influence the individual wellbeing.
2.3 Discuss the role of nutrition and physical activity in health.	2.3.1 Emphasize on the role of nutrition and healthy life style in maintenance of health and prevention of disease.
2.4 Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.	2.4.1 Recognize the impact of epidemiological and occupational risk factors on health in a given community. 2.4.2 Understand the causes behind the diseases chronicity and endemicity in a certain population. 2.4.3 Differentiate population based approaches of health care including disease burden, quality of life and wellbeing. 2.4.4 Outline the epidemiologic principles and the effect of social and demographic patterns on disease and vulnerability.

Competency Area II
Graduate as a health promoter

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
2.5 Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.	2.5.1 Identify the determinants of disease prevention, early detection and control of common community health problems. 2.5.2 Raise the awareness of communities and build their capacities in disease prevention. 2.5.3 Define the principles of management and appropriate quality concepts and processes required for healthcare facilities. 2.5.4 Describe the Egyptian health systems and different population-based approaches of health care including disease burden, quality of life and well-being.
2.6 Recognize the epidemiology of common diseases within his/her community, and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.	2.6.1 Identify the epidemiology of common diseases within the community. 2.6.2 Implement the systematic approaches useful in reducing the incidence and prevalence of those diseases.
2.7 Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.	2.7.1 Implement proper health care in different groups including pregnant women, newborns and infants, adolescents and the elderly.
2.8 Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.	2.8.1 Recognize individuals exposed to abuse or negligence. 2.8.2 Perform proper measures to protect the wellbeing of vulnerable groups.
2.9 Adopt suitable measures for infection control.	2.9.1 Adopt infection control measures and safety procedures

Competency Area III
Graduate as a professional

Competency (3) The graduate as a professional *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
3.1. Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.	3.1.1 Practices within a professional and ethical framework, demonstrating honesty, integrity, commitment, compassion, and respect. 3.1.2 Honor and respect patients and their relatives, superiors, colleagues and any other member of the health profession.
3.2. Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate.	3.2.1 Apply the national code of ethics issued by the Egyptian Medical Syndicate. 3.2.2 Adhere to legal requirements for medical practice.
3.3. Respect the different cultural beliefs and values in the community they serve.	3.3.1 Interact with different cultural beliefs and values in the community they serve.
3.4. Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities.	3.4.1 Adopt a holistic unbiased approach towards all patients regardless of their different social, cultural and ethnic diversity.

Competency Area III
Graduate as a professional

Competency (3) The graduate as a professional *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
3.5. Ensure confidentiality and privacy of patients' information.	3.5.1 Emphasize on confidentiality and privacy of patient's information.
3.6. Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.	3.6.1 Adhere to medicolegal requirements for health care. 3.6.2 Avoid malpractice and common medical errors.
3.7. Recognize and manage conflicts of interest.	3.7.1 Aware and interact with issues and areas of conflicts of interest
3.8. Refer patients to appropriate health facility at the appropriate stage.	3.8.1 Select the appropriate stage for patient's referral to the proper health facility.
3.9. Identify and report any unprofessional and unethical behaviors or physical or mental conditions related to himself, colleagues or any other person that might jeopardize patients' safety.	3.9.1 Recognize any events reflecting unprofessional or unethical practice. 3.9.2 Identify physical or mental conditions in himself and colleagues that would endanger the patient's safety. 3.9.3 Report any events that encounter unethical, unprofessional behaviors and any mental or physical conditions that would disrupt patient's safety.

Competency Area IV

Graduate as a scholar and scientist

Competency (4) The graduate as a scholar and scientist *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
4.1 Describe the normal structure of the body and its major organ systems and explain their functions.	4.1.1 Describe the normal structure and function of human body
4.2 Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.	4.2.1 Describe molecular, biochemical and cellular mechanisms needed in maintaining homeostasis
4.3 Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family.	4.3.1 Identify the developmental changes in humans and the effect of growth and aging on individuals and their family.
4.4 Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease.	4.4.1 Describe basics of normal and abnormal human behavior. 4.4.2 Use psychological knowledge to interpret the diversity in responses of individuals, groups and societies to disease.

Competency Area IV
Graduate as a scholar and scientist

Competency (4) The graduate as a scholar and scientist *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
4.5 Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis).	4.5.1 Describe the etiology of illness/diseases (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic). 4.5.2 Clarify the underlying mechanisms of the various diseases.
4.6 Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions.	4.6.1 Describe the pathology and pathophysiology of different diseases at the cellular, organ and system levels.
4.7 Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication; and effects on the population.	4.7.1 Describe the pharmacological basis of drug therapy, (actions, pharmacokinetics and side effects). 4.7.2 Recognize drug interactions, including multiple treatments. 4.7.3 Identify the various non-prescribed medication. 4.7.4 Recognize the long term effect of different drugs on population.
4.8 Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests.	4.8.1 Demonstrate the principles and procedures of practical skills in basic sciences. 4.8.2 Correlate the basic practical skills to future practice. 4.8.3 Select and interpret Common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests, according to guide lines.

Competency Area V

Graduate as a member of the health team and a part of the health care system

Competency (5) The graduate as a member of the health team and a part of the health care system

By the end of the program, the graduate will be able to:

Key Competency	Program LOs
5.1 Recognize the important role played by other health care professions in patients' management.	5.1.1 Identify the important contribution by other members of health care system in patients' management.
5.2 Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities and engaging in shared decision-making for effective patient management.	5.2.1 Respect colleagues and other health care professionals. 5.2.2 Work effectively within a multidisciplinary team 5.2.3 Ensure the importance of negotiation in overlapping and shared responsibilities, to reach a shared decision with other health care professionals for effective patient management.
5.3 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work.	5.3.1 Apply strategies that undermine conflicts and enhance teamwork.
5.4 Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.	5.4.1 Implement leadership skills to promote team building, learning environment and/or the health care deliver system.

Competency Area V

Graduate as a member of the health team and a part of the health care system

Competency (5) The graduate as a member of the health team and a part of the health care system

By the end of the program, the graduate will be able to:

Key Competency	Program LOs
5.5 Communicate effectively using a written health record, electronic medical record, or other digital technology.	5.5.1 Present information clearly in written, electronic and verbal forms. 5.5.2 Facilitate effective communication through documentation whether written, electronic records or other digital technology.
5.6 Evaluate his/her work and that of others using constructive feedback.	5.6.1 Use feedback to assess own work and that of others.
5.7 Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary.	5.7.1 Consult other colleagues and supervisors in conditions that exceed his capabilities.
5.8 Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system.	5.8.1 Implement the principles of health economics to achieve an efficient and effective health care system.

Competency Area V

Graduate as a member of the health team and a part of the health care system

Competency (5) The graduate as a member of the health team and a part of the health care system

By the end of the program, the graduate will be able to:

Key Competency	Program LOs
5.9 Use health informatics to improve the quality of patient care.	5.9.1 Improve the quality of patient care through the proper use of information technology.
5.10 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.	5.10.1 Record a complete, accurate and retrievable clinical data without delay, abiding to the regulations and requirements of laws.
5.11 Improve the health service provision by applying a process of continuous quality improvement.	5.11.1 Ensure the implementation of the principles of total quality management process to improve healthcare.
5.12 Demonstrate accountability to patients, society, and the profession.	5.12.1 Shows responsibility and commitment towards patients, profession and society as a whole.

Competency Area VI
Graduate as a lifelong learner and researcher

Competency (6) The graduate as a lifelong learner and researcher *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
6.1 Regularly reflect on and assess his/her performance using various performance indicators and information sources.	6.1.1 Appraise own performance regularly using various performance indicators and information sources
6.2 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	6.2.1 Create and employ personal learning plan to enhance professional practice 6.2.2 Evaluate his/her personal learning plan to ensure continuous professional development
6.3 Identify opportunities and use various resources for learning.	6.3.1 Recognize available learning opportunities 6.3.2 Use different resources to promote learning process.
6.4 Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.	6.4.1 Join inter-professional cooperative learning and activities to improve self and overall practice
6.5 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.	6.5.1 Identify own limitation in knowledge and professional practice through formulation of focused questions

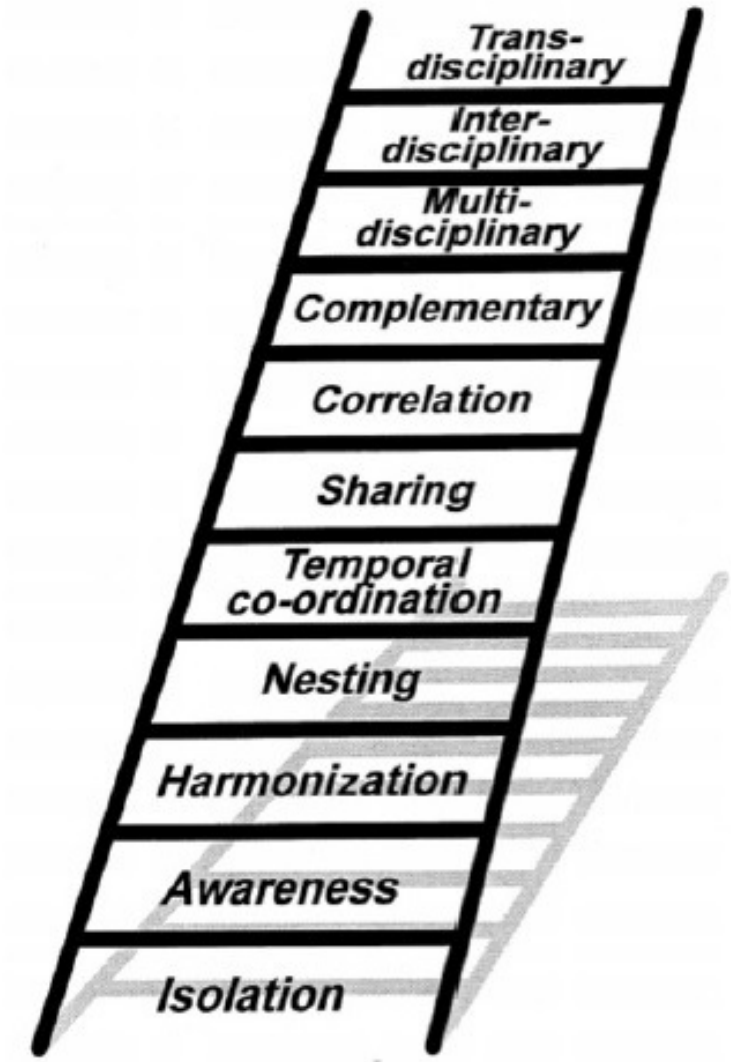
Competency Area VI

Graduate as a lifelong learner and researcher

Competency (6) The graduate as a lifelong learner and researcher *By the end of the program, the graduate will be able to:*

Key Competency	Program LOs
6.6 Effectively manage learning time and resources and set priorities.	6.6.1 Prioritize tasks to achieve proper time managemet and optimum resource utilization
6.7 Demonstrate an understanding of the scientific principles of research including its ethical aspects and scholarly inquiry and Contribute to the work of a research study.	6.7.1 Express comprehensive understanding of the fundamentals of scientific research 6.7.2 Respect ethical principles of research and actively participate in research activities
6.8 Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability.	6.8.1 Criticize scientific research studies as regards relevance, integrity, reliability, and applicability
6.9 Analyze and use numerical data including the use of basic statistical methods.	6.9.1 Apply simple statistical methods.
6.10 Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	6.10.1 Construct research result presentation adjusted to the types of audiences addressed (professional and public)

Framework



Harden, 2000 in The integrated curriculum in medical education: AMEE Guide No. 96 (Brauer & Ferguson 2015)

- Step 1 is isolation, in which faculty organize their teaching without considering other subjects or disciplines.
- Step 2 is awareness, in which teachers of one subject are aware of what is covered elsewhere, but no explicit attempt is made to help students look at a subject in an integrated manner.
- Step 3 is harmonization, in which teachers communicate with each other about their courses and adapt their content accordingly.
- Step 4 is nesting, also called infusion, in which teachers target content from other courses within their own courses.
- Step 5 is temporal co-ordination, in which similar content is covered in parallel across courses.
- Step 6 is sharing or joint teaching, often conducted when there are common areas of content or there is a need to include new content in a curriculum.
- Step 7 is correlation, in which an integrated teaching session may be introduced in addition to subject-based teaching.
- Step 8 is complementary programming, often related to a theme or topic to which several disciplines can contribute.
- Step 9 is multi-disciplinary, in which themes are identified, sometimes related to an area in which practical decisions need to be made, other times when the subject matter transcends subject boundaries. These themes or problems are viewed through a multidisciplinary lens even though the disciplines maintain their own identity and understanding of the problem.
- Step 10 is inter-disciplinary, in which there is further development of the commonalities across disciplines.
- Step 11 is trans-disciplinary, in which the curriculum focuses on the learner's process of constructing meaning from information and experience. An example cited is the last two years of the Dundee curriculum (Harden et al. 1997), in which students focus their learning around 113 clinical problems or tasks to integrate their experience.

Benchmarks

1. **National Academic Reference Standards (NARS), Medicine, 2nd Ed, 2017,** The National Authority for Quality Assurance and Accreditation "NAQAAE"
2. **Dundee MBChB Course Structure.** Accessed at: http://medicine.dundee.ac.uk/dundee-mbchb-course-structure
3. **Dundee: Learning Medicine in Dundee, Curriculum Handbook,** Accessed at: http://www.dundee.ac.uk/medschool
4. **Imperial College London, Medicine (MBBS) Programmes.** Accessed at: https://www.imperial.ac.uk/medicine/study/undergraduate/medicine-mbbs-programmes/
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	Manchester's	KCL	UCL	Dundee	ST. George
Foundation years Content **Fundam. & Basics** **CVS+Resp** **Imm. + Inf.** **Musculosk** **Neuroscien** **GIT & Renal** **Endocrine** **Theraput.** **Genetic dis. & Cancer** **Reprod.** **Path.**	**Year 1** Life Cycle Module Cellular & mol. Immune syst. Genetic diseases Cancer pathphys. CardioResp. Mod. **Year 2** Musculosk. & Neuroscience mod GIT, Renal and endocrine mod.	**Year 1** Biomed. Sci. Genes behavior & environment **Year 2** Less Biom. Sci. Immunity & Inf. Life Support Diagnostics Pathology Theraputics Trauma **Year 3** Less Biom .Sci. Human dev. Cl. Genetics Healthy ageing	**Year 1** Foundation health & med. Practice Immunity& Inf. CVS & Resp. Fluids, nutrition & Metabolism **Year 2** Musculosk. Neuroscience Endocrine Genetics & Cancer	**Year 1** Basics of: Structure Function Molecular Disease Defense Drugs + 3 Syst. **Year 2** 7 syst **Year 3** 5 syst. CVS, Resp Renal, GIT, Nervous Meusculosk. Endocrine Ageing Blood Sp. Senses	**Year 1** **Life Support:** CVS, Resp **Life maintenance** GIT, Renal, Endocrine **Year 2** Immunity , Inf. **Life structure:** Musculosk. Genetics **Life Control:** Neurosc. Reprod. Ageing **Year 3** Same as yr. 2 but PBL

K.A.M.P. 2018-2019

Credit Point System (ECTS)

Student Work Load = Contact + Non-Contact Hours

Student Work Load (50 hrs/wk)

Non-Contact Work Load → Portfolio

Phase 1: Body Systems' (5 Semesters)

Introductory Block (1 Semester)

System Based Modules (4 Semesters)

Musculoskeletal System 1 & 2
Cardiovascular System
Respiratory System
Neuroscience 1 & 2
Hematopoeitic System, Immunity & Defense mechanism
Digestive & Hepatobilliary System
Endocrine System
Urogenital System
Reproductive System
Congnitive & Behavioral Sciences
Investigative Medicine

Phase 2: Integrated Clinical Themes (5 Semesters)

Clinical Rounds with Clinical Core Cases

Vertical Modules

- قامت اد هبة عبد الباطي بعرض المسودة الاولى لمقترح كلية طب جامعة مصر للعلوم و التكنولوجيا بنظام (Modular Education Integrated (Curriculum MEDIC

Draft 1 curriculum map of IMP/MUST (Date: 25/11/2017)

CPR | Humanities & Medical ethics | Biostatistics and Research Methods | Clinical exposure & personal development

	1st Semester				2nd Semester			
YEAR 1	Foundation General Modules				Integrated Body Systems Modules			
	Foundation & Musculoskeletal system1				Musculo-skeletal system 2	Integumentary system	Cardio-vascular system	Respiratory system
YEAR 2	Integrated Body Systems Modules				Integrated Body Systems Modules			
	Digestive system	Liver and biliary system	Endocrine system	Metabolism 1	Reproductive system & Breast	Renal system	Haemo-lymphatic system	Metabolism 2
YEAR 3	Integrated Body Systems Modules							
	Nervous system	Special senses	Antimicrobial chemotherapy					

Activities and assignments as part of cont. assessment will be recorded in Cumulative portfolios

قام الاساتذة اد هالة كحله و اد منال المصرى و اد حنان مبارك بعرض المسودة الاولى لمقترح منهج مقدم من قصر العينى للسنوات الثلاث الاولى بنظام (Modular Education Integrated Curriculum MEDIC) متضمناً الفصل التحضيرى بالسنة الاولى

Draft 1

Integrated Modular System

Year 1	
Semester 1	**Semester 2**
• Introduction of normal structure of Cells and tissues. • Introduction of normal homeostatic functions of cells, tissues, organs and systems. • Molecular Biology • Immunology • Principles of therapeutics • Concepts and Principles of pathophysiological and pathological conditions. • Infection control 1 • Genetics / embryology • Medical bioethics • Medical terminology (self-learning) • Skills lab (Vital signs)	• Haemopoietic system • Musculoskeletal system • Cardiovascular system • Respiratory system • Biostatistics • Skills lab (basic life support) • Behavioral Medicine • Medicolegal Aspects
Year 2	
Semester 1	**Semester 2**
• Neuroscience 1 • Endocrine system • Digestive system • Liver and biliary system • health systems research	• Neuroscience 2 • Reproductive system • Genitourinary system • Nutrition • Metabolism • Applied Epidemiology
Year 3	
Semester 1	
• Neuroscience 3 (Special sense) • Head and neck • Breast • Multisystem diseases • Research methodology	

- قامت اد هالة كحله و اد منال المصرى بعرض المسودة الثانية لمقترح منهج مقدم من قصر العينى للسنوات الخمس بنظام (Modular Education (Integrated Curriculum MEDIC.

Year 1

1st Semester	
Block 1 (9 weeks)	Block 2 (8 weeks)
Structural principles Functional principles Molecular principles Psychosocial principles Disease mechanisms Defense mechanisms Principles of drug therapy Safe medical practice Principles of medical ethics Basic emergency care Medical terminology	Musculoskeletal system Biostatistics Population science Basics of genetics
2nd Semester	
Block 3 (8 weeks)	**Block 4 (8 weeks)**
Respiratory system Hemopoeitic system Skills lab	Cardiovascular system Nutrition General embryology Medical professionalism Skills lab

Year 2

1st Semester	
Block 5 (8 weeks)	Block 6 (8 weeks)
Gastrointestinal system & hepatology Early patient contact.	Genitourinary system Endocrine system Special embryology & fetal anomalies. Early patient contact (relevant cases)
2nd Semester	
Block 7 (8 weeks)	**Block 8 (8 weeks)**
Neuroscience I Ageing Health , behavior& society Sexual health	Neuroscience II Injury & repair

Year 3

Transitional year- 36 weeks

1st Semester	
Block 9 (9 weeks)	Block 10 (9 weeks)
Infections & infection control Therapeutics & prescribing	Forensic medicine Evidence based medicine
2nd Semester	
Block 11 (9 weeks)	**Block 12 (9 weeks)**
Substance abuse Mental health Foundations of clinical practice. (simulated & real patients) Fundamentals of Clinical Research	ENT Dermatology.

Hospital-based blocks year 4

Block 13	Block 14
9 weeks in Children's Hospital	**9 weeks in Women's Hospital**
Block 15	Block 16
9 weeks in Int. Medicine Surgery	9 weeks Ophthalmology psychiatry

Hospital-based blocks year 5

Block 17	Block 18
20 weeks in Surgery Hospital	**20 weeks in Medicine Hospital**

- قام اد مصطفى سليم بعرض مسودة مقدمة من اد مصطفى سليم و اد منى عطيه و اد حنان مبارك و اد حمدى ابراهيم و اد نرمين مفتاح و اد ولاء سيد و اد رشا احمد و اد ايمان مجدي و و اد علا سيد لمقترح رقم ٢ لكلية طب جامعة القاهرة بنظام (Modular Education Integrated Curriculum (MEDIC سنتان و نصف Introductory & System Blocks ثم سنتان و نصف اكلينيكي بنظام Clinical themes مقسمة الي حزم Bundles على الاقسام المختلفة حسب القسم الرئيسي في تدريس ال Themes داخل كل حزمة بالاضافة للمناهج الرأسية

Clinical Themes Covered	Main Department	Complimantary Depts.
Shortness of breath/ RD.	Interna	
Palpitation		
Chest pain		
Raised blood pressure		
Collapse		

Bundle 2:

Clinical Themes Covered	Main D
Unsteady gait	Interna
Unconsciousness/ Coma	
Tingling/ numbness	
Paraplegia	
Focal neurological deficit	

Bundle 3:

Clinical Themes Covered	Main D
Cough	Interna
Hemoptysis	
Noisy breathing/wheezy chest	
Sore throat	

Bundle 4:

Clinical Themes Covered	Main D
Fever	Interna
Recurrent infections	
Abnormal Labs	
Bruising	

Bundle 5:

Clinical Themes Covered	Main D
Abdominal distension/ pain	Interna
Jaundice	
Hematemesis	
Diarrhea/ stool incontinence	
Constipation	
Vomiting	
Weight loss/ loss of appetite	
Weight gain/ obesity	

Bundle 6:

Clinical Themes Covered	Main D
Confusion	Interna
Dizziness	
Tiredness / Generalized weakness	
Headache	
Pain	
Tremor	
Thirst	
Sudden death	

Bundle 7:

Clinical Themes Covered	Main Department	Complimantary Depts.
Breast lump	General sur	
Groin lump		
Neck lump		
Scrotal swellings		
Cold extremities		
Leg/ foot ulcer		

Bundle 8:

Clinical Themes Covered	Main Depa
Difficulty swallowing	General sur
Abdominal/loin pain	
Rectal bleeding	
Hematemesis	

Bundle 9:

Clinical Themes Covered	Main Depa
Perioperative care	General sur
Postoperative problems	
Infection control	
Hematuria	
Urinary symptoms	

Bundle 10:

Clinical Themes Covered	Main Depa
Trauma	General sur
Falls / immobility	Orthopedic
Joint swelling/pain	Rheumatol
Leg pain/ ankle swelling	
Muscle pain	
Back/neck pain	
Painful mouth	

Bundle 11:

Clinical Themes Covered	Main Depa
Fetal malformation	Pediatric m
Growth and development	
Intellectual developmenet	
Arrested development	
Immunisation	
Fever/ recurrent infections	
SFGA/ LFGA	
Exanthemata	

Bundle 12:

Clinical Themes Covered	Main Depa	
Abn. / Irreg. vaginal bleeding	Gyn. & Obs	
Pelvic pain		
Pelvic organ prolapse		
Contraception		Andrology Dpt.
Sexual medicine		Andrology Dpt.
Infertility		Andrology Dpt.
STDs/ Genital discharge		Andrology Dpt.
Pregnancy/ Antenatal care		
Bleeding in pregnancy		
Labor		
SFGA/ LFGA		Pediatrics Dpt.

*Can be arranged in a separate bundle

Bundle 13:

Clinical Themes Covered	Main Department	Complimantary Depts.
Acute loss of vision	Ophthalmology Dpt.	Neurology
Chronic loss of vision		Internal medicine
Acute red eye		
Chronic red eye		
Squint		
Painful eye		

Bundle 14:

Clinical Themes Covered	Main Department	Complimantary Depts.
Altered mood	Psychiatry Dpt.	Internal medicine
Anxiety		
Behavioral problems		
Psychosis		
Child abuse/ deliberate self harm		
Substance abuse		Toxicology

Bundle 15:

Clinical Themes Covered	Main Department	Complimantary Depts.
Blocked nose	ENT Dpt.	
Deafness		
Ear ache		
Hoarsness		
Stridor		
Tinnitus		

Bundle 16:

Clinical Themes Covered	Main Department	Complimantary Depts.
Hair problems	Dermatology Dpt.	Internal medicine
Skin rash		General surgery
Skin lumps		
Itching		

Bundle 17:

Clinical Themes Covered	Main Department	Complimantary Depts.
Statistics/ research studies	Community Med. Dpt.	Infection control unit
Epidemiology of disease		Pediatric Medicine
Infection control		
Immunisation		
Travel advice		

قامت اد عبير زايد بعرض مسودة مقدمة من اد عبير زايد و اد حنان مبارك و د ماريز عوض الله و د سوزان ألبرت و د ريهام نفاد لمقترح رقم ٣ لكلية طب جامعة القاهرة بنظام (Modular Education Integrated Curriculum MEDIC) سنتان و نصف Introductory & System Blocks تم سنتان و نصف اكلينيكي بنظام System Based بالاضافة للمناهج الرأسية

Integrated Curriculum Draft

Phase I: Foundation	Vertical Modules

1st Semester (16 weeks)	• **Medical professionalism & capacity building:**
	  ✚ Principles of biomedical ethics/ code of conduct/human rights.
	  ✚ Communication Skills
	  ✚ Leadership
	  ✚ Regulations of research
	  ✚ Medical claims & regulations
	  ✚ Medical errors & malpractice
	• **Early patient Encounter** (serving at the end of each module in phase II)
	• **Mentorship**
	• **Research project**
	• **Electives:**
	  ✚ Languages
	  ✚ Medical courses as (geriatric medicine, traffic medicine, sports medicine,.....)
	  ✚ Non medical courses as (HR, Economics, IT, Art,.....)

Block 1(10 weeks): Introduction To human Body • Structural principles (Basis of Anatomy, Cytology & basic tissues) • Functional principles (Introduction to Physiology & biophysics) • Bio chemical Principles. • Molecular & genetic principles • Cognitive & behavioral principles • General embryology and development. • Medical terminology (self-learning)	
Block 2 (6 weeks): Introduction to Disease mechanisms • Basis of pathology, Microbiology & parasitology. • Principles of drug therapy & prescriptions (General pharmacology). • Epidemiology. • Biostatistics • Basis of Infection control ***Skill Lab (Hand washing)***	

Phase II: System based modules for preclinical practice

2nd Semester

Block 3 (8 weeks): Support & Movement

- Musculoskeletal system
- Integumentary system

Skill lab (injection sites & techniques)

Block 4 (8 weeks): Internal Environment

- Hemopoietic system
- Lymphatic & immune system

Skill lab (blood grouping/ handling of blood samples).

3rd Semester

Block 5 (16 weeks): Vital Systems

- Respiratory system
- Cardiovascular system
- Neuroscience I (Autonomic NS)

Skill lab (vital signs/blood pressure/First Aid/ ECG)

4th semester

Block 6(16 weeks): Integration & Control

- Neuroscience II (CNS)
- Endocrine System

5th Semester

Block 7(16 weeks): Maintenance of Life

- Digestive system
- Urinary system
- Reproductive system (including pregnancy & sexual cycle)
- Nutrition & Metabolism.

Skill Lab (catheterization/ Ryle insertion/pregnancy test)

Phase III: Clinical Practice

6TH semester

Block 7(16 weeks): transitional block

- Special Senses (Ophthalmology & ENT)
- Legal medicine
- General Aspects of Clinical Toxicology
- EBM

Skill Lab (Imaging & Laboratory Reports/ gastric lavage)

7th Semester

General Medicine I

8th Semester

General Medicine II
Children Health

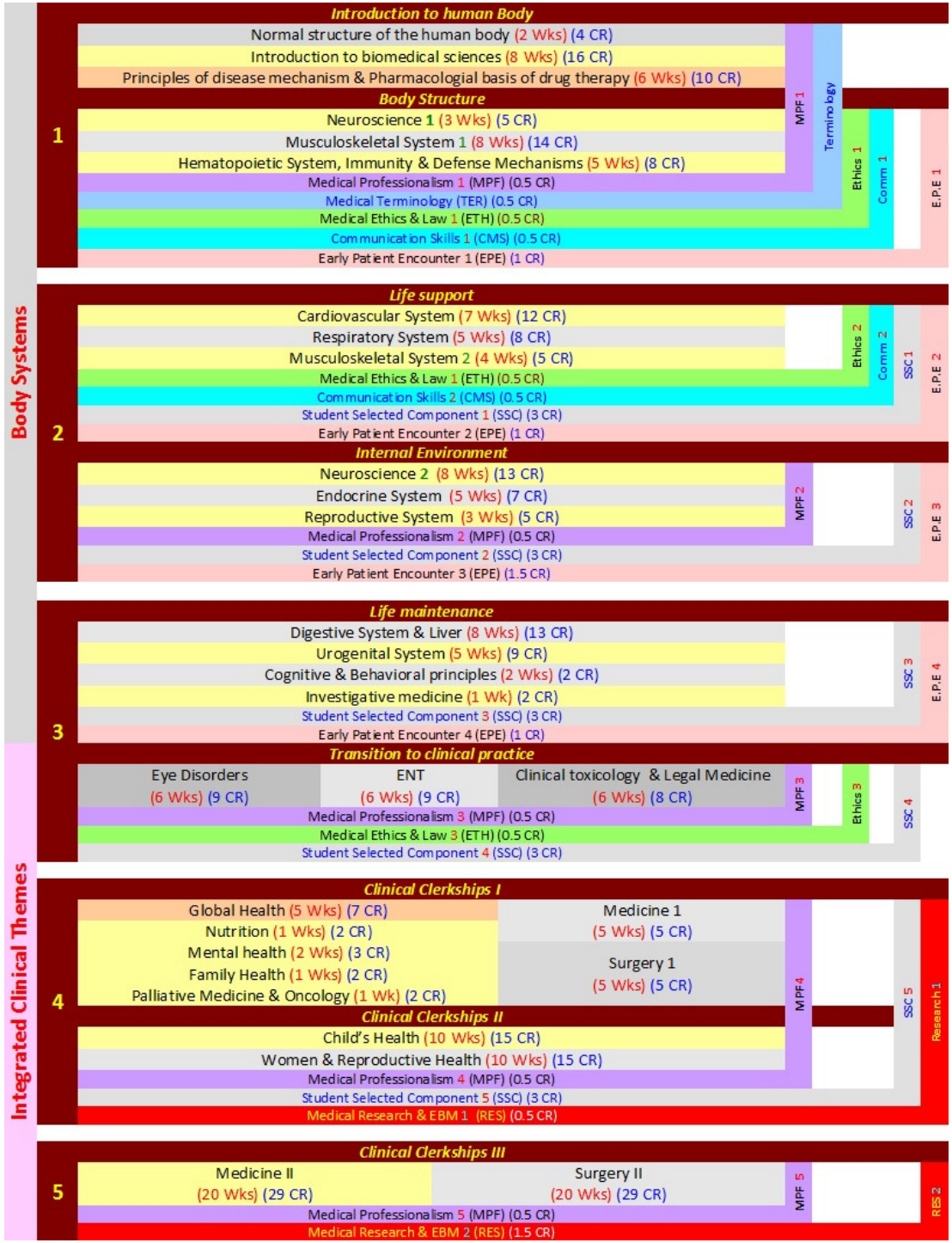
9th Semester

General Surgery I

10th Semester

General Surgery II
Women's Health

Preliminary Program Map


Body Systems
Integrated Clinical Themes
1
Introduction to human Body
Normal structure of the human body (2 Wks) (4 CR)
Introduction to biomedical sciences (8 Wks) (16 CR)
Principles of disease mechanism & Pharmacologial basis of drug therapy (6 Wks) (10 CR)
Body Structure
Neuroscience 1 (3 Wks) (5 CR)
Musculoskeletal System 1 (8 Wks) (14 CR)
Hematopoietic System, Immunity & Defense Mechanisms (5 Wks) (8 CR)
Medical Professionalism 1 (MPF) (0.5 CR)
Medical Terminology (TER) (0.5 CR)
Medical Ethics & Law 1 (ETH) (0.5 CR)
Communication Skills 1 (CMS) (0.5 CR)
Early Patient Encounter 1 (EPE) (1 CR)
MPF 1
Terminology
Ethics 1
Comm 1
E.P.E 1
2
Life support
Cardiovascular System (7 Wks) (12 CR)
Respiratory System (5 Wks) (8 CR)
Musculoskeletal System 2 (4 Wks) (5 CR)
Medical Ethics & Law 1 (ETH) (0.5 CR)
Communication Skills 2 (CMS) (0.5 CR)
Student Selected Component 1 (SSC) (3 CR)
Early Patient Encounter 2 (EPE) (1 CR)
Ethics 2
Comm 2
SSC 1
E.P.E 2
Internal Environment
Neuroscience 2 (8 Wks) (13 CR)
Endocrine System (5 Wks) (7 CR)
Reproductive System (3 Wks) (5 CR)
Medical Professionalism 2 (MPF) (0.5 CR)
Student Selected Component 2 (SSC) (3 CR)
Early Patient Encounter 3 (EPE) (1.5 CR)
MPF 2
SSC 2
E.P.E 3
3
Life maintenance
Digestive System & Liver (8 Wks) (13 CR)
Urogenital System (5 Wks) (9 CR)
Cognitive & Behavioral principles (2 Wks) (2 CR)
Investigative medicine (1 Wk) (2 CR)
Student Selected Component 3 (SSC) (3 CR)
Early Patient Encounter 4 (EPE) (1 CR)
SSC 3
E.P.E 4
Transition to clinical practice
Eye Disorders (6 Wks) (9 CR)
ENT (6 Wks) (9 CR)
Clinical toxicology & Legal Medicine (6 Wks) (8 CR)
Medical Professionalism 3 (MPF) (0.5 CR)
Medical Ethics & Law 3 (ETH) (0.5 CR)
Student Selected Component 4 (SSC) (3 CR)
MPF 3
Ethics 3
SSC 4
4
Clinical Clerkships I
Global Health (5 Wks) (7 CR)
Nutrition (1 Wks) (2 CR)
Mental health (2 Wks) (3 CR)
Family Health (1 Wks) (2 CR)
Palliative Medicine & Oncology (1 Wk) (2 CR)
Medicine 1 (5 Wks) (5 CR)
Surgery 1 (5 Wks) (5 CR)
Clinical Clerkships II
Child's Health (10 Wks) (15 CR)
Women & Reproductive Health (10 Wks) (15 CR)
Medical Professionalism 4 (MPF) (0.5 CR)
Student Selected Component 5 (SSC) (3 CR)
Medical Research & EBM 1 (RES) (0.5 CR)
MPF 4
SSC 5
Research 1
5
Clinical Clerkships III
Medicine II (20 Wks) (29 CR)
Surgery II (20 Wks) (29 CR)
Medical Professionalism 5 (MPF) (0.5 CR)
Medical Research & EBM 2 (RES) (1.5 CR)
MPF 5
RES 2

Preliminary System Based Modules' Weights

Source

CONTENT

Anatomy : Introduc
Anatomy: General I
Histology: Introduct
Histology: Microtec
Histology: Cytology
Histology: CT prop
Histology: Epitheliu
Histology: Cytogen
Biochemistry: Biocl
Biochemistry of Mc
Biochemistry of Ge
Physiology: Introdu
Physiology of Nerv
Physiology of Meta
Physiology: Biophy
Micro: Bacterial Str
Micro: Bacterial Gr
Micro: Bacterial Ge
Micro: Bacterial Va
Micro: Bacterial Pa
Micro: Antimicrobi
Micro: General viro
Micro: General My
Pharma: Introductio
Pharma: Drug intera
Pharma: Prescriptio
Pathology: Introduc
Pathology: Samplin
Pathology: Inflamm
Pathology: Cell inju
Pathology: Growth
Pathology: Fluid &
Pathology: Parasitic
Pathology: Genetic,
Pathology: Cytolog
Pathology: Immuno
Parasitology : Introc
Anatomy of Autono
Anatomy of Sympa
Anatomy of Parasy
Physiology: Autono
Histology: Neuron
Histology: Ganglia
Histology: Peripher
Histology: Degener
Histology: Nerve en
Pharma: Autonomic
Anatomy of B
Anatomy of B
Anatomy of B
Embryology c
Biochemistry:
Micro: Norma
Micro: Staph
Micro: Bacillu
Micro: Psudo
Micro: Mycob
Micro: Barton
Micro: Derma
Micro: Candic
Micro: Measl
Micro: Herpes
Micro: HHV-
Micro: Parvov
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Physiology of
Histology of N
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Biochemistry
Micro: Genera
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Pharma: Imm
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Pharma: GIT
Pathology: Bl
Parasitology :
Anatomy of
Anatomy of
Anatomy of
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Anatomy of
Embryology
Biochemistry
Micro: Strept
Micro: Enfoc
Micro: Toxe
Micro: Funge
Physiology:
Histology: W
Pharma: Carc
Patholohy of
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Embryology
Mirco: Norm
Mirco: Airbo
Mirco: Strept
Mirco: Coryn
Mirco: Biote
Mirco: Acine
Mirco: Borde
Mirco: Myco
Mirco: Myco
Mirco: Chaln
Mirco: Candi
Mirco: Asreg
Mirco: Ortho
Mirco: Metap
Mirco: Rhinc
Physiology: I
Histology: R
Pharma: Resp
Pathology of
Parasitology:
Anatomy of
Anatomy of
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Anatomy of
Anatomy of
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Pharma: Skel
Parasitology
Neuroanatomy, Anatom
Anatomy of EYE
Anatomy of EAR
Embryology of CNS
Biochemistry of Signal
Mirco: Strept Agalactiae
Mirco: Listeria Monocyt
Mirco: Hemophillus aeg
Mirco: Clostr Botulinun
Mirco: Candida
Mirco: Coccidiodes
Mirco: Polio Virus
Mirco: Herpes Simplex
Physiology: Sensory
Physiology: Motor
Physiology: Special Sen
Histology: pathways
Histology: tracts
Histology: Spinal cord
Histology: Brain stem
Histology: cerebellum
Histology: cerebrum bra
Histology: Eye & Ear
Pharma: Ocular pharma
Pharma: Psycho-neuro-p
Pathology: Peripheral &
Parasitology: CNS
Anatomy of Pituitary Gl
Anatomy of Thyroid &
Anatomy of Suprarenal
Anatomy of Pancreas
Embryology of Endocri
Biochemistry of Diabete
Physiology: Endocrine
Histology: Endocrine pa
Histology: Suprarenal
Histology: thyroid & pa
Histology: pituitary & p
Pharma: Autacoid and th
Pharma: Hormones and
Pathology of Endocrine
Anatomy of Female Ger
Embryology of Female
Mirco: Neisseria Gonor
Mirco: Gardnerella Vagi
Mirco: Chlamydia Trach
Physiology: Reproductio
Histology: Female genit
Pathology of Female ge

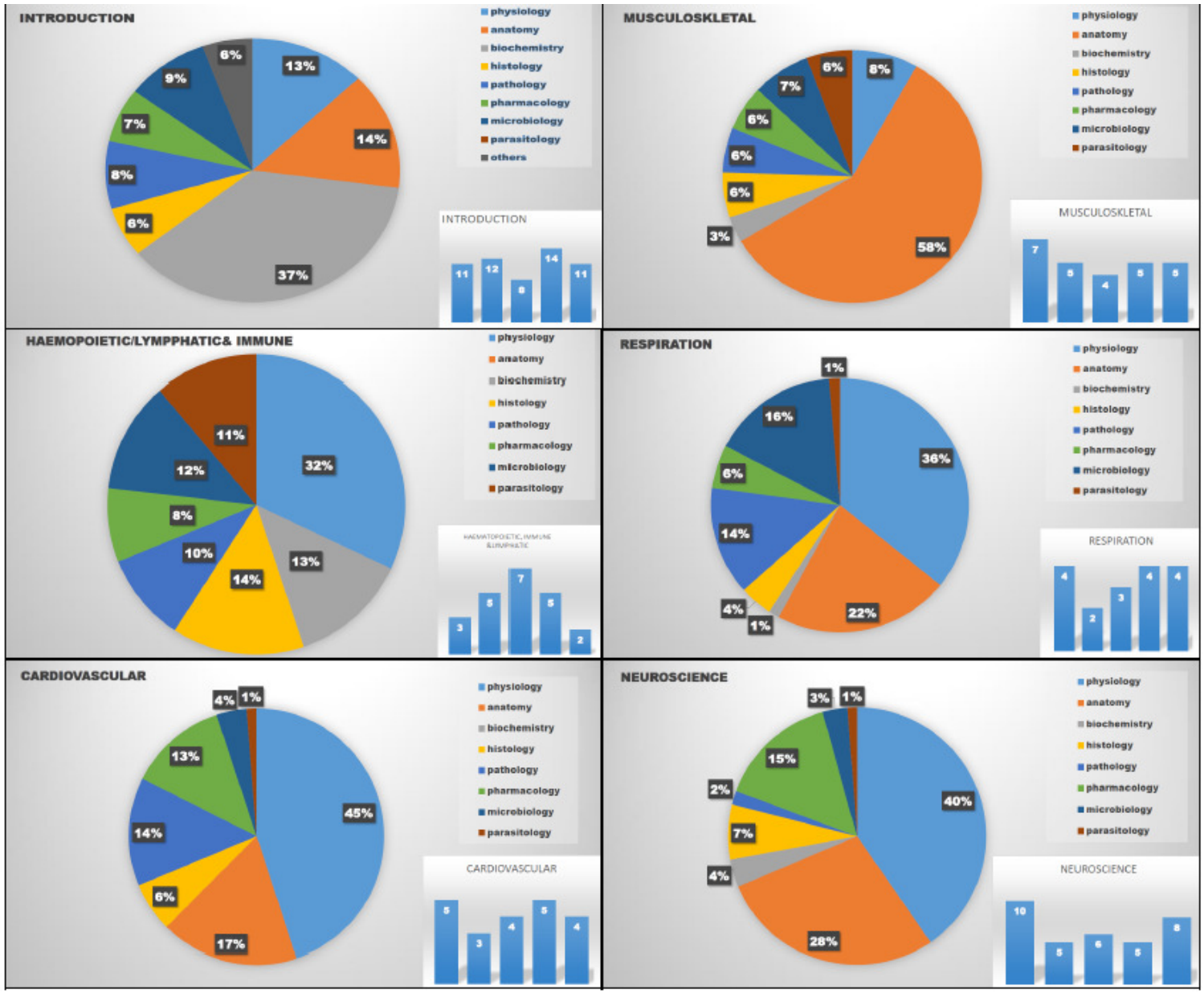
Anatomy of Oral Cavity & Salivary Glands Amatomy of Pharynx. Oesophagus, GIT, Liver & Biliary Systems Embryology of GIT			GIT & Liver
Biochemistry of Digestion & Absorption Biochemistry of Liver Metbolism & Fatty Liver			
Mirco: Normal Flora	Mirco: Staph	Mirco: Bacillus erues	
Mirco: Clostr Difficile	Mirco: Salmonella	Mirco: Shigella	
Mirco: Yersinia enterocolitis	Mirco: Yersinia psudotuberculosis	Mirco: HHV-7	
Mirco: Vibrio	Mirco: Campylobacter	Mirco: Helicobacter	
Mirco: Bacteroidrs	Mirco: Borellia Vinc	Mirco: Leptospira	
Mirco: Hepatits viruses	Mirco: Yellow fever virus	Mirco: Mumps	
Mirco: Rota virus	Mirco: Calicivirus	Mirco: Astroviruses	
Physiology: GIT			
Histology: Oral cavity Histology: GIT Histology: digestive glands Histology: salivary glands Histology: pancreas Histology: liver			
Pharma: Gastro-intestinal tract			
Pathology of GIT Pathology of Hepatobilliary Pathology of Pancreas			
Parasitology: Cestodes Parasitology: Introduction to Nematodes, Intestinal nematodes Parasitology: Protozology, Intestinal			
Anatomy of Urinary System Anatomy of Male Genital Sstem & Perineum Embryology of Genitourinary system			Urogenital
Mirco: Normal Flora	Mirco: Eneterococci	Mirco: Neisseria gonorrhoea	
Mirco: E Coli	Mirco: Proteus	Mirco: Mycoplasma hominis	
Mirco: Ureaplasma urealyticum	Mirco: Candida	Mirco: Herpes viruses	
Mirco: Rubella	Mirco: Cytomegalovirus		
Physiology: Kidney			
Histology: Urinary System Histology: Male genital System			
Pharma: Renal pharmacology			
Pathology of Kidney Pathology of Urinary tract and male genital			
Parasitology: Urogenital Protozoa			

Integration & Adjustment

- Meeting in Microbiology department – 29/1/2018
- Meeting in Biochemistry department – 7/2/2018
- Meeting in Microbiology Department – 7/2/2018
- Meeting in Pharmacology department – 7/2/2018
- Joint Meeting: Pharmacology & Microbiology – 7/2/2018
- Joint Meeting: Biochemistry, Physiology & Histology – 10/2/2018
- Joint Meeting: Pathology, Physiology, Biochemistry & Histology – 21/2/2018
- Summative Meeting: Basic Sciences' Department heads & Module coordinators – 13/2/2018
- Summative Meeting: Basic Sciences' Department heads – 20/2/2018

Final Weights

FINAL	Anat	Phys	Bio	Hist	Path	Pharm	Micro	Para	Hours
Introductory (Including Metabolism)	19	40	204	46	87	29	34	19	478
Musculoskeletal & Integumentary 1 + 2	170	23	7	28	15	2	19	19	283
Hemopoetic & Immunity	14	26	13	21	7	6	16	21	124
Cardiovascular	45	59	8	6	20	28	7	0	173
Endocrine	24	47	8	9	7	14	0	0	109
GIT & Liver	46	21	8	30	28	10	15	38	196
Respiratory	31	35	3	7	13	6	25	2	122
Neuroscience 1	11	19	0	13	0	25	0	0	68
Neuroscience 2	42	78	0	29	7	22	11	6	195
Urogenital (Including Male Genital)	30	26	0	21	20	20	9	6	132
Reproduction (Including Female Genital)	16	14	0	13	20	4	5	0	72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Coordinators
&
Modules' Writing Committees

Block	Coordinator from	Writing Committee
Biomedical Sciences	Biochemistry	Physiology – Anatomy
Introduction to Human Body	Histology	Anatomy
Mechanism of Disease and Drug Therapy	Pathology	Pharma – Micro – Para - Medicine
Musculoskeletal	Anatomy	Phy – Bio – Hist – Path – Pharm – Micro – Para – Medicine – Surgery – Ortho – Rheumatoloy
Hemopoeitic	Histology	Anat - Phy – Bio – Path – Pharm – Micro – Para – Medicine – Pediatrics – Rheumatoloy
Endocrine	Physiology	Anat - Bio – Hist – Path – Pharm –Medicine – Surgery
Cardiovascular	Physiology	Anat – Bio – Hist – Path – Pharm - Mirco –Medicine – Surgery - Cardiothoracic
Respiratory	Microbiology	Anat – Phys – Hist – Path – Pharm - Para –Medicine
GIT & Liver	Parasitology	Anat – Phys – Bio - Hist – Path – Pharm - Micro – Medicine - Surgery
Neuroscience 1	Pharmacology	Anat – Phys - Hist –Medicine - Surgery
Neuroscience 2	Anatomy	Phys –Hist – Path – Pharm – Micro - Para –Medicine - Surgery
Urogenital	Pathology	Anat - Phys –Hist –Pharm – Micro - Para –Medicine – Surgery - Andrology
Reproduction	Physiology	Anat - Hist –Path - Micro - Medicine – OB/G - Andrology
Investigative	Internal Medicine	Radiology – Clinical Pathology – Oncology - Chest – Surgery – Para - Path
Family Medicine	Internal Medicine	Family Medicine – Community – OB/G - Pediatrics – Surgery
Palliative & Oncology	Anesthesiology	Surgery - Oncology

الوحدة الدراسية	المنسق	لجنة الكتابة
Introduction to Biomedical Sciences	ا.د حنان حسنى - كيمياء حيوية	ا.د هدي يوسف - فسيولوجي
Cardiovascular	ا.د هانى محمد جمال - فسيولوجي	ا.د دعاء مهدى - ميكروبيولوجي ا.د رانيا محمد - باثولوجي ا.د شريف فهمي - تشريح ا.د نجوى عبد الوهاب - هستولوجي ا.د هشام محمد محمود - فارماكولوجي
Urogenital	ا.د سامية جبل - باثولوجي	ا.د ابراهيم محمدى - فسيولوجي ا.د احمد نعيم - باثولوجي ا.د أشرف سرور - ميكروبيولوجي Genital ا.د أمل مصطفى - هستولوجي ا.د عبير فؤاد - هستولوجي ا.د حسام يحيي - تشريح Urinary ا.د سحر عزت - هستولوجي ا.د عمرو ماهر - فارماكولوجي ا.د منى الشربينى - طفيليات ا.د وائل مصطفى –باثولوجي ا.د طه عبد الناصر محمد –ذكورة ا.د عمرو المليجي - باطنة ا.د احمد الشنوفي - مسالك
Reproduction	ا.د ماجدة الحمزاوى- فسيولوجي ♀	ا.د أمل مصطفى - هستولوجي ا.د حسام يحيي - تشريح ا.د دينا رضوان - هستولوجي ا.د دينا فوزى - باثولوجي ا.د سمية عبد اللطيف - باثولوجي ا.د محمد محمود - فارماكولوجي
Neuroscience 1	ا.د هشام عطيه - فارماكولوجي	ا.د إيمان صادق - هستولوجي ا.د إيهاب عبد العزيز - تشريح ا.د سهى على - فارماكولوجي ا.د مارى عطية - هستولوجي ا.د منى صلاح الدين - باثولوجي ا.د هدي يوسف –فسيولوجي ا.د هبة مصطفى - باطنة
Neuroscience 2	ا.د إيهاب عبد العزيز - تشريح	ا.د إيمان صادق - هستولوجي ا.د ريهام فهمى - ميكروبيولوجي ا.د عبير الحنبلى - طفيليات ا.د عفاف عثمان - فارماكولوجي ا.د لبنى عمر - باثولوجي ا.د مها بليغ - هستولوجي Special Senses ا.د مها جمال الدين - فسيولوجي Sensory ا.د مها صبرى - فسيولوجي Motor ا.د نجاة يونان - فسيولوجي Sensory ا.د هبة شوقى - فسيولوجي ا.د احمد عمرو - جراحة اعصاب ا.د هبة مصطفى - باطنة
Lymphatic	ا.د داليا فتحى هستولوجي ا.د أميمة خورشيد –فارماكولوجي ا.د أيمن ابو العينين- تشريح	

Specifications Template

2 Workshops for Coordinators

13 Feb & 12 Mar 2018

Specifications

System

Block title:

Code:

Departments:

Sharing Depart
1-
2-
3-
4-

Academic year:

Semester:

Date of specification app

- Credit points:
- Allocated Marks:
- Duration:
- Total hours:
  - Contact hours:
  - Non-contact ho

1- Overall aim of the blo

.
.

2- Competency areas cov

.
.

3- intended learning out

ILOs
a-Knowledge and understandin
a1.Recognize....
a2.Identify...
a3.....
a4....
b- Practical/clinical
b1.Perform...
b2.Titate...
b3....
b4...
c- Professional and behavioral s
d- Communication skills
e- Intellectual skills
f-General and transferrable skil

4- Block content, contac

Topic	Contact Hours	Lect (h
Total		

Block contents

Lectures:
. Topic 1
. Topic 2

Practical / Clinical Sessions
. Topic 1
. Topic 2

Tutorial / Small Group Discussio
. Topic 1
. Topic 2

Problem Based and Team Based L
. Topic 1
. Topic 2

5- Teaching & leaning me

Lectures: Groups / Numbers / Fre
Tutorials / Small Group Discussion
PBL / TBL: Groups / Numbers / Fr

Time Plan

Topics	Ti
Lectures	1 hour
Practical/Clinical	
Tutorial / SGT	
PBL / TBL	
Assignments	
Revision, Training & Exams	
Total	

6- Assessment plan and b

6-A) Attendance Criteria

6-B) Assessment Tools

6-C) Time Schedule

6-D) Grading System

Topics	Allocated Marks	En
Total		

Topics Covered	Marks	ILOs Covered			Written Exams Types of Questions				OSPE/OSCE
		Recall	Understanding	Intellectual	MCQ	SAQ	Cases	Others	
	Total								

6-E) Examination Description

Examination	Description
Continuous Assessment	
Mid-Year	
Final Written OSPE/OSCE	

7- Readings and references:

.
.

8- Facilities required for teaching & learning

Block Coordinator:

Block Writing Committee:

1-
2-

Date:

Module designing progression checklist

Module title:

Sharing Departments:

Module coordinator (MC) steering guide	Check box
1-Means of Communication between members	
• Meetings (state No. Of meetings) • Virtual e.g. WhatsApp	
2-Clinician member of the module	
• Actively participated in module ILOs establishment • Involvement in integrated sessions formulation; projecting on common community based problems	
3-Learning outcomes	
• Outcomes are developed adherent to program competencies • Relation of topics to Program ILOs and competencies	
5- Prepare a comprehensive Timetable	
• Similar topics of different disciplines are taught same day or week	
6-Teaching Methods	
• Lectures • Practical or clinical sessions • Tutorial sessions (small group teaching) • Integrated sessions (integrated cases between all disciplines) • Skill labs (clinical clerkships) • Others (please mention)	

Case Scenarios

CASE SCENARIOS FOR INTEGRATED SYSTEM BASED MODULES

Introduction to Disease mechanisms

Tonsillitis-3151
Shistosomiasis - 31101
Breast abscess-3131
Scurvy-1162

Musculoskeletal

- Multiple humeral fractures + shoulder dislocation-1152
- Postoperative wrist drop-1191
- Fracture neck of femur-1251
- Carpal tunnel syndrome-1191
- Erb's palsy-1192
- Supraspinatus tear and subacromial bursitis-11101
- Osteogenesis imperfecta-1142
- Familial periodic paralysis-1151
- Muscle atrophy-1122
- Fracture clavicle-1281
- Compound fracture-3161
- Postoperative nerve injury-1131
- Complicated Botox therapy-2231

Hematopoietic system & immunity

- Hemolytic anemia-2412
- Iron deficiency anemia-11111
- Sickle cell anemia-1171
- Malaria-3217
- Toxoplasmosis
- Celiac disease-1282
- Amyloidosis-3111
- HIV-3221

Digestive & Hepatobiliary system

- Peptic ulcer1-2131
- Peptic ulcer 2-3251
- Peptic ulcer 3-3291
- Appendicitis1-2132
- Appendicitis 2-3141
- Submandibular duct stone-2172
- Decompensated liver disease-2261
- Obstructive jaundice-2181
- Hepatic hydatid cyst-3171
- Viral Hepatitis
- Amoebic liver abscess-3216
- Fasciola-3112
- Dehydration-1123
- Malabsorption syndrome(cappillaria-3191
- Gastric carcinoma +postoperative sequlae-2112

Endocrine System

- Tetany-21101
- Sheehan's syndrome-2181
- Cushing syndrome-2152
- Diabetic Ketoacidosis-2221
- Uncontrolled diabetes-2251
- Hyperthyroidism 1-2151
- Hyperthyroidism 2- 2241
- Short stature-1121
- Pheochromocytoma-2121
- Pituitary gland tumour-2411

Neuroscience II (CNS & Special Senses)

- Trigeminal neuralgia-2161
- Facial palsy-2171
- Alzheimer disease-1141
- Brown-Sequard syndrome-2291
- Cerebral compression-2111
- Cerebral embolism-2162
- Open angle glaucoma-2191
- Closed angle glaucoma + diabetic retinopathy-21111

Respiratory system

- Bronchial Asthma 1-3241
- Bronchial Asthma 2-3281
- Pulmonary TB-31111
- Hemopneumothorax-1221
- IRDS-1231
- Lung cancer-3181

Cardiovascular system

- Pericardial effusion-1241
- Angina-2271
- Vascular injury + hemorrhagic Shock-1271
- Acute limb ischemia-1161
- Ischemic heart disease-1261
- DVT-3231
- Traumatic arterial injury-1271
- Post-injection arterial injury-1161

Reproductive system

- Male infertility1-1132
- Male infertility2- 2201
- Sexually Transmitted Diseases

Urogenital system

- Nephrotic syndrome-1111
- Diabetic Nephropathy

Clinical Core Cases
Theme Bundles

Bundle 1:

Clinical Themes Covered	Main Dep
Shortness of breath/ RD.	Internal M
Palpitation	
Chest pain	
Raised blood pressure	
Collapse	

Bundle 2:

Clinical Themes Covered	Main Dep
Unsteady gait	Internal M
Unconsciousness/ Coma	
Tingling/ numbness	
Paraplegia	
Focal neurological deficit	

Bundle 3:

Clinical Themes Covered	Main Dep
Cough	Internal M
Hemoptysis	
Noisy breathing/wheezy chest	
Sore throat	

Bundle 4:

Clinical Themes Covered	Main Dep
Fever	Internal M
Recurrent infections	
Abnormal Labs	
Bruising	

Bundle 5:

Clinical Themes Covered	Main Dep
Abdominal distension/ pain	Internal M
Jaundice	
Hematemesis	
Diarrhea/ stool incontinence	
Constipation	
Vomiting	
Weight loss/ loss of appetite	
Weight gain/ obesity	

Bundle 6:

Clinical Themes Covered	Main Dep
Confusion	Internal M
Dizziness	
Tiredness / Generalized weakness	
Headache	
Pain	
Tremor	
Thirst	
Sudden death	

Bundle 7:

Clinical Themes Covered	Main Department	Complimantary Depts.
Breast lump	General surgery	Radiology
Groin lump		Andrology
Neck lump		Plastic surgery
Scrotal swellings		
Cold extremities		
Leg/ foot ulcer		

Bundle 8:

Clinical Themes Covered
Difficulty swallowing
Abdominal/loin pain
Rectal bleeding
Hematemesis

Bundle 9:

Clinical Themes Covered
Perioperative care
Postoperative problems
Infection control
Hematuria
Urinary symptoms

Bundle 10:

Clinical Themes Covered
Trauma
Falls / immobility
Joint swelling/pain
Leg pain/ ankle swelling
Muscle pain
Back/neck pain
Painful mouth

Bundle 11:

Clinical Themes Covered
Fetal malformation
Growth and development
Intellectual developmenet
Arrested development
Immunisation
Fever/ recurrent infections
SFGA/ LFGA
Exanthemata

Bundle 12:

Clinical Themes Covered		
Abn. / Irreg. vaginal bleedin		
Pelvic pain		
Pelvic organ prolapse		
Contraception		
Sexual medicine		Andrology Dpt.
Infertility		Andrology Dpt.
STDs/ Genital discharge		Andrology Dpt.
Pregnancy/ Antenatal care		
Bleeding in pregnancy		
Labor		
SFGA/ LFGA		Pediatrics Dpt.

*Can be arranged in a separate bundle

Bundle 13:

Clinical Themes Covered	Main Department	Complimantary Depts.
Acute loss of vision	Ophthalmology Dpt.	Neurology
Chronic loss of vision		Internal medicine
Acute red eye		
Chronic red eye		
Squint		
Painful eye		

Bundle 14:

Clinical Themes Covered	Main Department	Complimantary Depts.
Altered mood	Psychiatry Dpt.	Internal medicine
Anxiety		
Behavioral problems		
Psychosis		
Child abuse/ deliberate self harm		
Substance abuse		Toxicology

Bundle 15:

Clinical Themes Covered	Main Department	Complimantary Depts.
Blocked nose	ENT Dpt.	
Deafness		
Ear ache		
Hoarsness		
Stridor		
Tinnitus		

Bundle 16:

Clinical Themes Covered	Main Department	Complimantary Depts.
Hair problems	Dermatology Dpt.	Internal medicine
Skin rash		General surgery
Skin lumps		
Itching		

Bundle 17:

Clinical Themes Covered	Main Department	Complimantary Depts.
Statistics/ research studies	Community Med. Dpt.	Infection control unit
Epidemiology of disease		Pediatric Medicine
Infection control		
Immunisation		
Travel advice		

Integration & Adjustment

- Meeting: Head of Family medicine department – 22/1/2018
- Meeting: Head of Community medicine department – 24/1/2018
- Meeting: Head of Internal medicine department – 24/1/2018
- Meeting: Surgery department – 5/2/2018
- Surgery department council – 12/2/2018
- Joint Meeting: Internal Medicine, General Surgery – 6/2/2018
- Joint Meeting: Internal Medicine, General Surgery, OB/G & pediatrics – 11/2/2018
- Joint Meeting: Internal Medicine, General Surgery, OB/G & pediatrics – 21/2/2018

Course Intended Learning Outcomes

Competency Area I
Graduate as a health care provider

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competencies	Course ILOs
1.1. Take and record a structured, patient centered history	MED-422-b.1 Interview and document a structured patient history
1.3. Assess the mental state of the patient.	PSY-313-a.1 Identify common types of cognitive impairments PSY-413-b.2 Assess the mental and psychological status of the patient..
1.4. Perform appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.	SUR-523-b.2 Conduct full physical assessment for different age groups and genders in acute and chronic clinical conditions
1.5. Prioritize issues to be addressed in a patient encounter.	MED-522-b.9 Prioritize the collected data during history taking and clinical examination. from the patient medical problems and their differential diagnoses-b,12
1.6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.	INV-314-c.7 Follow the guide lines in choosing the proper investigation, taking in consideration the cost effectiveness factors.

Competency Area I
Graduate as a health care provider

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competencies	Course ILOs
1.14. Respect patients' rights and involve them and /or their families/carers in management decisions.	ETH-328-d.4 Respect patient's right to know and share in management decision.
1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.	MED-522-b,11 Follow the guidelines necessary for managing emergencies, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.
1.16. Apply the appropriate pharmacological and nonpharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life.	PLL-421-b.10 Adopt the guidelines for appropriate therapeutic modalities for palliative care and pain management.
1.17. Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification.	PLL-421-d.2 Support the patients and their families at end of life, as regards alleviation of symptoms and recognition of legal factors.

Competency Area II
Graduate as a health promoter

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Course ILOs
2.2 Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.	COM-418-a.8 Integrate variable factors including economic, psychological, social, and cultural issues that influence the individual wellbeing.
2.3 Discuss the role of nutrition and physical activity in health.	NRT-419-a.1 Emphasize on the role of nutrition and healthy life style in maintenance of health and prevention of disease.
2.4 Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.	COM-418-a,11 Understand the causes behind the diseases chronicity and endemicity in a certain population. COM-418-a.13 Outline the epidemiologic principles and the effect of social and demographic patterns on disease and vulnerability.

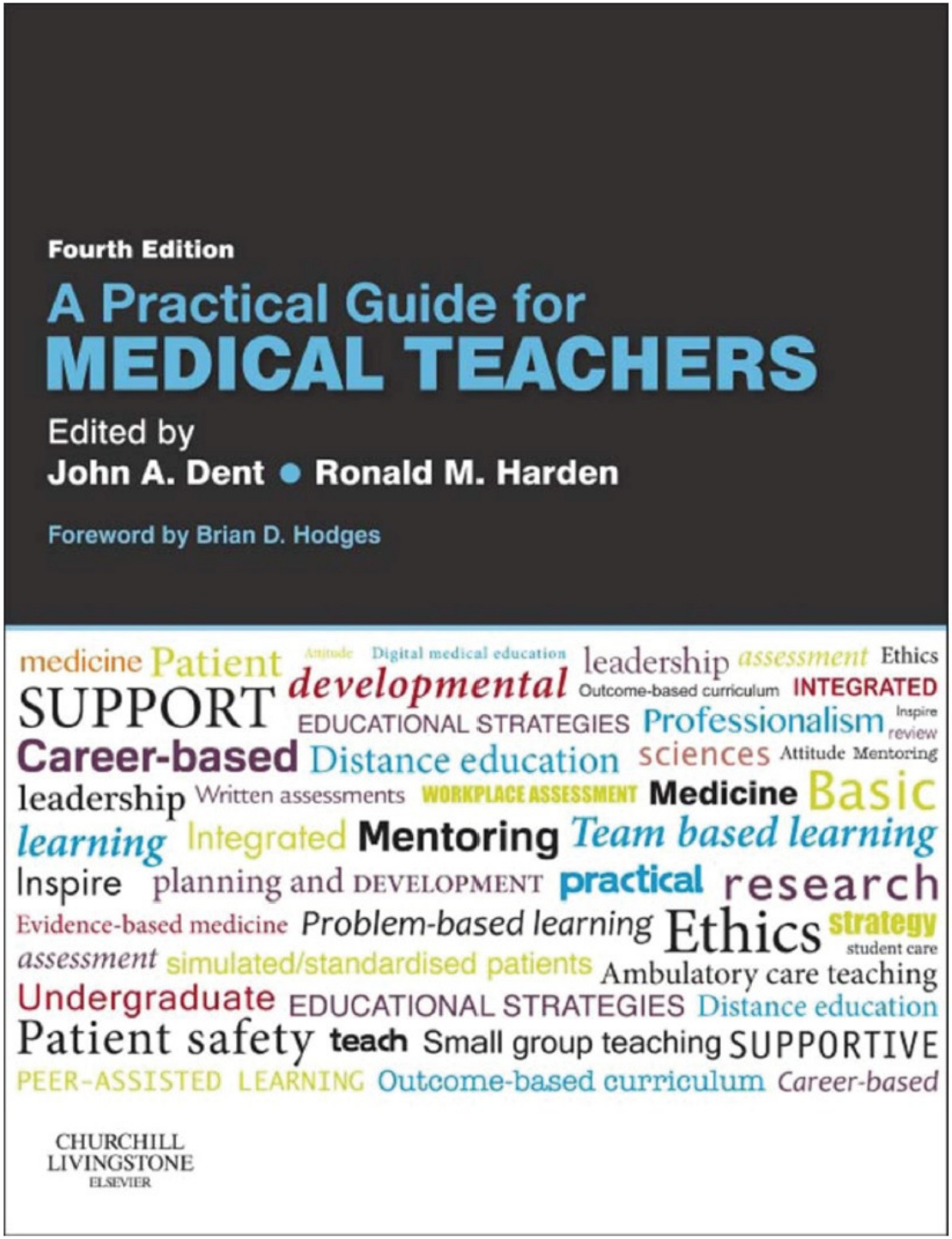
Competency Area II

Graduate as a health promoter

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Course ILOs
2.5 Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.	COM-418-a.4 Describe the Egyptian health systems and different population-based approaches of health care including disease burden, quality of life and well-being.
2.8 Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.	TOX-317-a.5 Recognize individuals exposed to abuse or negligence.
2.9 Adopt suitable measures for infection control.	EPE-333-b.7 Adopt infection control measures and safety procedures

Teaching & Assessment


Fourth Edition
A Practical Guide for
MEDICAL TEACHERS
Edited by
John A. Dent • Ronald M. Harden
Foreword by Brian D. Hodges
medicine Patient Attitude Digital medical education leadership assessment Ethics
SUPPORT developmental Outcome-based curriculum INTEGRATED
EDUCATIONAL STRATEGIES Professionalism Inspire review
Career-based Distance education sciences Attitude Mentoring
leadership Written assessments WORKPLACE ASSESSMENT Medicine Basic
learning Integrated Mentoring Team based learning
Inspire planning and DEVELOPMENT practical research
Evidence-based medicine Problem-based learning Ethics strategy
student care
assessment simulated/standardised patients Ambulatory care teaching
Undergraduate EDUCATIONAL STRATEGIES Distance education
Patient safety teach Small group teaching SUPPORTIVE
PEER-ASSISTED LEARNING Outcome-based curriculum Career-based
CHURCHILL
LIVINGSTONE
ELSEVIER

Teaching methods

I- Learning situations:

- **Lectures**
- **Small-group teaching:** Aims to explore the key concepts in the lectures and readings with a practical emphasis to help students with complicated material. It requires active participation, purposeful activity, and face-to-face contact.
- **Bedside teaching:** The Traditional clinical teaching bringing together the 'learning triad' of patient, student and clinician/tutor in a particular clinical environment.
- **Ambulatory care teaching:** refers to any place where patients attend healthcare facilities without being admitted as inpatients.
- **Community based teaching:** describes curricula that are based on addressing the health needs of the local community and preparing graduates to work in that community. Can be delivered in tertiary centers. focuses on the care provided to patients both before the decision to refer to a tertiary hospital and after the decision to discharge the patient from such care.

Dent & Harden (2013)

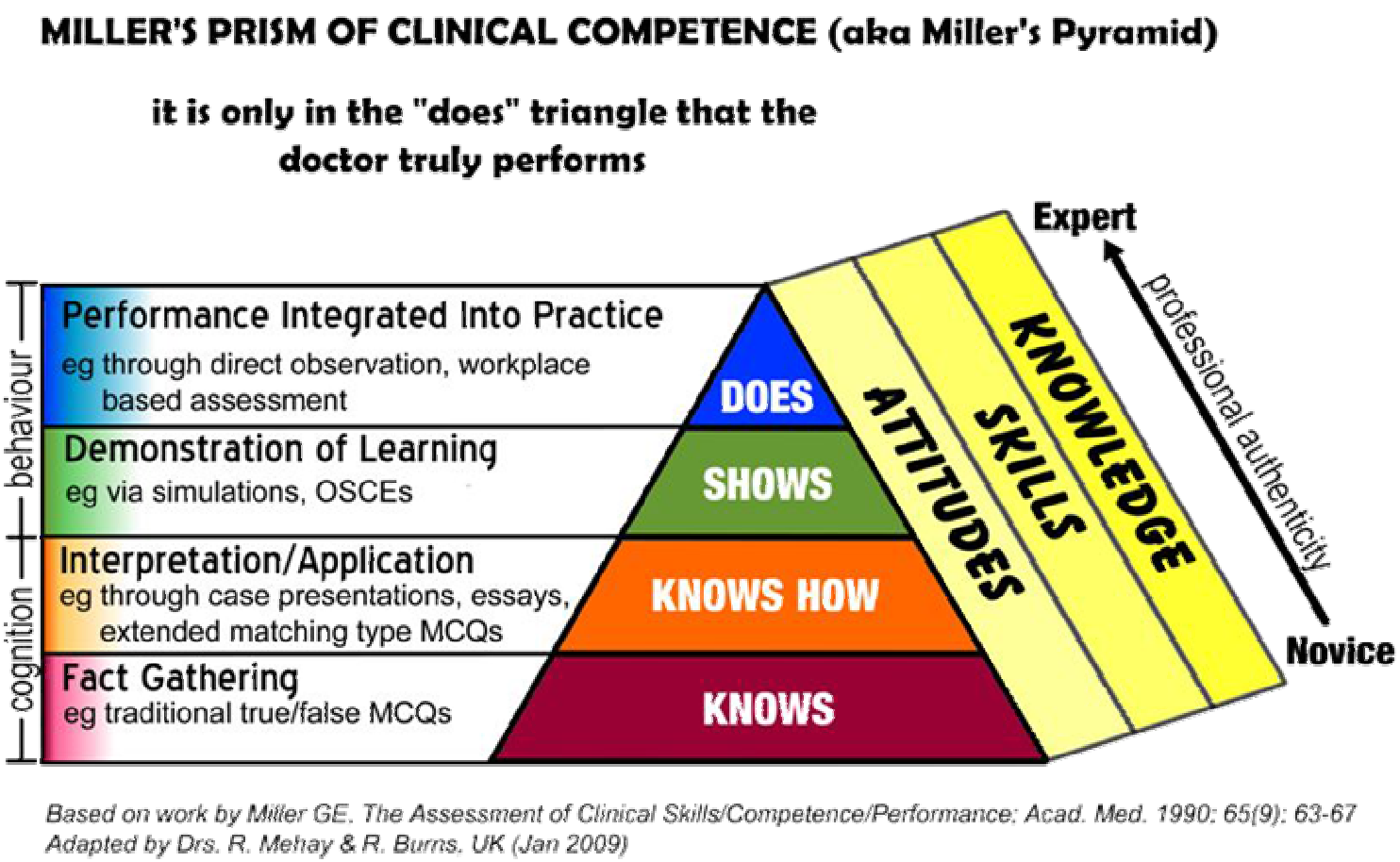
Teaching methods

II- Educational strategies

- **Problem based learning**
- **Team based learning:** provides students with opportunities to apply conceptual knowledge through a sequence of events that includes individual work, team-work and immediate feedback.
- **Integrated sessions**
- **Simulated based teaching** any educational activity that utilizes simulative tools and methods in order to create learning opportunities for participants.

Dent & Harden (2013)

Assessment



Miller (1990)

Assessment methods

I-Written assessments

- **Short answer open ended questions**: This is an open-ended question type which requires the candidate to generate a short answer of often no more than one or two words.
- **Essay questions** are open-ended types of questions that require a longer answer. Ideally, they are used to ask the candidate to set up a reasoning process, to evaluate a given situation.
- **True-False questions**
- **Multiple choice questions** single-best-option multiplechoice or A-type.) :the most well-known item format.
- **Multiple True False questions** more than one option can be ticked by the candidate.
- **Extended Matching Questions:** Extended-matching items consist of a theme description, a series of options (up to 26), a lead in and a series of short cases.
- **Key feature approach questions**: short, clearly described case or problem an a limited number of questions
- **Script concordance test questions**: ill-defined problems and method called aggregate scoring. A clinical scenario in which no all data are provided for the solution of the problem is presented.

Dent & Harden (2013)

Assessment methods

II-Performance and work place assessment

- **Objective Structured Clinical Examination (OSCE)** s typically used in high stakes summative assessments
- **Mini Clinical Evaluation Exercise (Mini-CEX)**: An assessor directly observes the practitioner's performance in 'real' clinical encounters with patients in the workplace. He or she then discusses diagnosis and management with the practitioner and gives them feedback on the encounter
- **Case Based Discussion (CBD) Or Chart recall Discussion (CSR):** It is a structured interview In which ***practitioners*** discuss aspects of a case in which they have been involved in order to explore their underlying reasoning, decision making and ethical understanding. It can be used in a variety of settings, such as clinics, wards or assessment units, and different clinical problems can be discussed.
- **Direct Observation of procedural skills (DOPS):** The ***practitioner*** is directly observed by an assessor while undertaking a procedure on a real patient.
- **Multi-Source Feedback (MSF)**: collect structured judgements of those who work with, or have experience of, the ***practitioner*** and feed these back in a systematic way, building up a picture of individual practice. Judges can include both senior and junior colleagues, nurses, administrative staff, medical students and patients, depending on the tool used. All judges remain anonymous, and their scores and comments are fed back to the trainee.

Dent & Harden (2013)

Competency Area I

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
1.1. Take and record a structured, patient centered history	COM-418 Community Medicine ENT-316 Ear, Nose & Throat EPE-333 Early Patient Encounter 4 FML- 420 Family medicine MED-422 Medicine 1 MED-522 Medicine 2 OBG-425 Women's Health OPH-315 Eye Disorders PED-424 Child's Health SUR-423 Surgery 1 SUR-523 Surgery 2	Bedside teaching. Ambulatory care teaching Integrated sesions Team based learning	**Performance** Mini Clinical Evaluation Exercise (Mini-CEX) OSCE
1.2. Adopt an empathic and holistic approach to the patients and their problems.	CMS-129 Communication Skills 1 CMS-229 Communication Skills 2 ENT-316 Ear, Nose & Throat ETH-328 Medical Ethics & Law 3 MED-522 Medicine 2 MPF-526 Medical Professionalism 5 OBG-425 Women's Health OPH-315 Eye Disorders PED-424 Child's Health PSY-313 Behavioral & Cognitive Sciences PSY-413 Psychiatry SUR-523 Surgery 2	Integrated sessions Small group teaching Bedside teaching. Team based learning Simulated based teaching	**Written** MCQs True and false **Performance** Mini Clinical Evaluation Exercise (Mini-CEX) OSCE
1.3. Assess the mental state of the patient.	PSY-313 Behavioral & Cognitive Sciences PSY-413 Psychiatry MED-522 Medicine 2	Interactive lectures. Small group teaching Tutorials Bedside teaching. Ambulatory care teaching Videos	**Performance** Mini Clinical Evaluation Exercise (Mini-CEX) OSCE

Competency Area I

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
1.4. Perform appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.	EPE-130 Early Patient Encounter 1 EPE-231 Early Patient Encounter 2 EPE-232 Early Patient Encounter 3 EPE-333 Early Patient Encounter 4 OPH-315 Eye Disorders ENT-316 Ear, Nose & Throat FML-420 Family Medicine PED-424 Child's Health OBG-425 Women's Health MED-422 Medicine 1 MED-522 Medicine 2 SUR-423 Surgery 1 SUR-523 Surgery 2	Bedside teaching Integrated sessions Problem based learning Small group teaching Team based learning Simulated Based Learning	**Performance** Mini Clinical Evaluation Exercise (Mini-CEX) OSCE Direct Observation of procedural skills (DOPS)
1.5. Prioritize issues to be addressed in a patient encounter.	ENT-316 Ear, Nose & Throat MED-422 Medicine 1 MED-522 Medicine 2 OBG-425 Women's Health OPH-315 Eye Disorders PED-424 Child's Health RSP-208 Respiratory System SUR-423 Surgery 1 SUR-523 Surgery 2	Lectures Tutorials Small group teaching Team based learning	**Performance** Mini Clinical Evaluation Exercise (Mini-CEX) **Written** Short answer questions MCQs Extended matching questions (EMQs) True and false
1.6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.	INV-314 Investigative medicine PED-424 Child's Health OBG-425 Women's Health MED-422 Medicine 1 MED-522 Medicine 2 SUR-423 Surgery 1 SUR-523 Surgery 2	Lectures Tutorials Bedside teaching Integrated sessions Small group teaching Team based learning	**Performance** OSCE/OSPE **Written** Short answer questions MCQs Extended matching questions (EMQs) True and false

Competency Area I

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
1.7. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.	CMS-129 Communication Skills 1 CMS-229 Communication Skills 2 COM-418 Community Medicine MED-522 Medicine 2 OBG-425 Women's Health PED-424 Child's Health PSY-313 Behavioral & Cognitive Sciences SUR-523 Surgery 2	Integrated sessions Team based learning Seminars Lectures Tutorials Small group teaching Case based learning	**Written** Short answer questions MCQs Extended matching questions (EMQs) True and false
1.8. Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand.	CVS-207 Cardiovascular System DIG-311 Digestive System & Liver END-209 Endocrine System EPE-130 Early Patient Encounter 1 EPE-231 Early Patient Encounter 2 EPE-232 Early Patient Encounter 3 EPE-333 Early Patient Encounter 4 HEM-106 Hematopoietic S. & Immunity INT-101 Normal structure of the human body INT-102 Introduction to biomedical sciences INT-103 Principles of disease & drug therapy MSK-105 Musculoskeletal 1 MSK-205 Musculoskeletal 2 NEU-104 Neuroscience 1 NEU-204 Neuroscience 2 RPR-210 Reproductive System RSP-208 Respiratory System URG-312 Urogenital System	Lectures Integrated sessions Case based learning Interactive lectures Audiovisual materials	**Written** MCQs Extended matching questions (EMQs) Short answer questions True and false

Competency Area I

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
1.9. Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM).	CMP-235 Computer ENT-316 Ear, Nose & Throat INV-314 Investigative medicine MED-522 Medicine 2 OBG-425 Women's Health OPH-315 Eye Disorders PED-424 Child's Health RES-434 Medical Research & EBM 1 RES-534 Medical Research & EBM 2 SSC-020 Information Technology SSC-021 Computer Programming SUR-523 Surgery 2 TOX-317 Clinical toxic. & Legal Medicine	Audiovisual materials Case based learning Computer assisted learning E-learning Practical lab Seminars	**Written** Short answer questions MCQs **Performance** Practical exam OSCE/OSPE
1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.	ENT-316 Ear, Nose & Throat INV-314 Investigative medicine MED-522 Medicine 2 OBG-425 Women's Health OPH-315 Eye Disorders PED-424 Child's Health RSP-208 Respiratory System SUR-523 Surgery 2	Lectures Tutorials Case based learning Small group teaching Team based learning	**Performance** Mini Clinical Evaluation Exercise (Mini-CEX) OSCE **Written** MCQs
1.11. Perform diagnostic and intervention procedures2 in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.	COM-418 Community Medicine FML-420 Family Medicine INT-103 Principles of disease & drug therapy INV-314 Investigative medicine MED-522 Medicine 2 OBG-425 Women's Health PED-424 Child's Health PLL-421 Palliative Medicine & Oncology SUR-523 Surgery 2	Audiovisual materials Simulated based teaching Lectures Practical lab Small group teaching Tutorials	**Performance** Direct Observation of procedural skills (DOPS) **Written** MCQs True and false

Competency Area I

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
1.12. Adopt strategies and apply measures that promote patient safety	COM-418 Community Medicine FML-420 Family Medicine INT-103 Principles of disease & drug therapy INV-314 Investigative medicine RSP-208 Respiratory System	Lectures Tutorials Small group teaching	**Performance** Direct Observation of procedural skills (DOPS) **Written** Short answer questions MCQs True and false
1.13. Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions.	CMS-129 Communication Skills 1 CMS-229 Communication Skills 2 MED-422 Medicine 1 MED-522 Medicine 2 OBG-425 Women's Health PED-424 Child's Health RES-434 Medical Research & EBM 1 RES-534 Medical Research & EBM 2 SUR-423 Surgery 1 SUR-523 Surgery 2	Integrated Sessions Small group teaching Team based learning Community based teaching	**Written** Short answer questions MCQs True and false
1.14. Respect patients' rights and involve them and /or their families/carers in management decisions.	EHT-128 Medical Ethics & Law 1 ETH-228 Medical Ethics & Law 2 ETH-328 Medical Ethics & Law 3	Lectures Tutorials Small group teaching	**Written** Short answer questions True and false MCQs
1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.	EPE-333 Early Patient Encounter 4 MED-422 Medicine 1 MED-522 Medicine 2 OBG-425 Women's Health PED-424 Child's Health SUR-423 Surgery 1 SUR-523 Surgery 2	Simulated based teaching Team based learning Audiovisual materials	**Performance** Direct Observation of procedural skills (DOPS) **Written** Short answer questions MCQs True and false

Competency Area I

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
1.16. Apply the appropriate pharmacological and nonpharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life.	PLL-421 Palliative Medicine & Oncology PSY-413 Psychiatry MED-522 Medicine 2	Lectures Bedside teaching Integrated sessions Small group teaching Team based learning E-learning	**Performance** OSCE/OSPE **Written** MCQs MEQs True or False Short answer questions
1.17. Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification.	PLL-421 Palliative Medicine & Oncology PSY-413 Psychiatry CMS-129 Communication Skills 1 CMS-229 Communication Skills 2	Lectures Small group teaching Team based learning Community based teaching	**Performance** OSCE/OSPE **Written** Short answer questions MCQs MEQs True and false

Competency Area II

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
2.1 Identify the basic determinants of health and principles of health improvement.	COM-418 Community Medicine FML-420 Family Medicine SSC-018 Health Economics	Lectures Tutorials Small group teaching	**Written** Short answer Short answer questions True and false MCQs
2.2 Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.	COM-418 Community Medicine FML-420 Family Medicine PSY-413 Psychiatry SSC-018 Health Economics	Integrated sessions Interactive lectures Tutorials	**Written** Short answer True and false MCQs
2.3 Discuss the role of nutrition and physical activity in health.	INT-102 Introduction to biomedical sciences NTR-419 Clinical Nutrition FML-420 Family Medicine MED-522 Medicine 2	Integrated sessions Lectures Tutorials Small group teaching Case-based learning	**Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)
2.4 Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.	COM-418 Community Medicine FML-420 Family Medicine OBG-425 Women's Health PED-424 Child's Health RSP-208 Respiratory System TOX-317 Clinical toxicology & Legal Medicine	Integrated sessions Lectures Tutorials Small group teaching	**Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)

Competency Area II

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
2.5 Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.	COM-418 Community Medicine FML-420 Family Medicine RSP-208 Respiratory System	Integrated sessions Lectures Tutorials Small group teaching	**Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)
2.6 Recognize the epidemiology of common diseases within his/her community, and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.	COM-418 Community Medicine FML-420 Family Medicine	Integrated sessions Lectures Tutorials Small group teaching	**Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)
2.7 Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.	COM-418 Community Medicine FML-420 Family Medicine PED-424 Child's Health OBG-425 Women's Health MED-522 Medicine 2	Bedside teaching Integrated sessions Lectures Tutorials Small group teaching	**Performance** OSCE/OSPE Mini Clinical Evaluation Exercise (Mini-CEX) **Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)

Competency Area II

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Courses	Teaching/Learning	Assessment
2.8 Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.	COM-418 Community Medicine FML-420 Family Medicine TOX-317 Clinical toxic & Legal Medicine	Integrated sessions Lectures Tutorials Small group teaching	**Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)
2.9 Adopt suitable measures for infection control.	COM-418 Community Medicine EPE-232 Early Patient Encounter 3 TOX-317 Clinical toxic & Legal Medicine MED-522 Medicine 2 SUR-523 Surgery 2	Lectures Tutorials Small group teaching Audiovisual	**Performance** Direct Observation of procedural skills (DOPS) OSCE **Written** Short answer Short answer questions True and false MCQs Extended matching questions (EMQs)

Milestones

MILESTONES

- They are significant points in learner development
- They provide narrative descriptors of competencies and key competencies along a developmental continuum
- They enable both learner and program determine individual trajectories of development in narrative terms
- They lay out a framework of observable behaviors and other attribute associated with development of skills, knowledge and behaviors

Holmboe et al (2016)

Accreditation Council for Graduate Medical Education "ACGME"

Writing Milestones

Level 1	Level 2	Level 3	Level 4	Level 5
Expectations for a student at first year after entry	Expectations for a student who passes entry but is performing at a lower level than midway of his study	Expectations for a student midway of his study	Expectations for a student nearing graduation	Expectations for a student at graduation
End of Year 1	End of Phase 1	End of Clinical Clerkships I	End of Clinical Clerkships II	End of Year 5

Adapted from Holmboe et al (2016), ACGME Milestones Handbook

Milestones

Competency (1) The graduate as a health care provider *By the end of the program, the graduate will be able to:*

Key Competency	Year 1	Phase 1	Clinical Clerkships I	Clinical Clerkships II	Year 5
1.1. Take and record a structured, patient centered history	Acquires General Medical History	Acquires Basic Specialty Specific Medical History	Acquires Full Medical History integrating Medical & Psychological Elements	Acquires & Present Prioritized Medical History Eliciting Inormation Not Volunteered by Patient	Acquires & Present Full Prioritized Medical History With Full Management Plan
1.6. Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.	Describes Basic Principles of Laboratory & Tissue Sampling Investigations	Describes Principles of Laboratory Radiological, Pathological, Nuclear Scanning Investigations	Describes Disease-Specific Plans of Investigations	Understands Economical Factors Influencing Choice of Investigative Tools	Constructs a full Investigatory Plan taking into consideration Cost/Benefit Ratio
1.16. Apply the appropriate pharmacological and nonpharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life.	Describes the Physiological & Pharmacologic al Basis of Pain Management	Describes the Pharmacologi cal Basis of Oncological Management	Applies basic principles in choosing Lines of Management to Alleviate Different Symptoms	Understands different lines of Palliative care for Seriously ill Patients	Select and Use Appropriate Approaches to Provide Palliation To Relieve Suffering and Improve their quality of life

Milestones

Competency (2) The graduate as a health promoter *By the end of the program, the graduate will be able to:*

Key Competency	Year 1	Phase 1	Clinical Clerkships I	Clinical Clerkships II	Year 5
2.1 Identify the basic determinants of health and principles of health improvement.	Understands general Principles of body functions and disease Mechanisms	Understands System Related Functions & Health Problems	Describes different health aspects of special senses and substance abuse	Identifies health care system improvement requirements and group specific health needs	Understands needs for global health enhancement .
2.3 Discuss the role of nutrition and physical activity in health.	Describes the Biomedical Basis of Metabolism, Vitamins & Nutrients	Describes the Basic Body Needs, Muscle Fuel, Energy Stores	Understands GIT & Hepatobiliary Role in Maintenance of Body Health	Understands Role of Nutrition in Causing, Preventing and Dietary Managing Malnutrition Disorders & Non-communicable Diseases. Identifies different types used in clinical nutrition	Select Appropriate Nutritional Plan for Different Groups and/or Different Illnesses
2.7 Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.	Understands different Metabolic and Functional Age Related Differences	Understands different Pathological Conditions Prevalent in Certain Population Groups	Understands Common System-Related Health Conditions in Relations to Age Groups	Understands Health Plans and Health Care System Requirements for Pregnant Women & Children	Provide Health care for Newborns and the Elderly.

Progress on National Level
&
Coordination with other Universities

SCU's National Workshop
20-1-2018

Armed Forces College of Medicine Workshop
3-2-2018

وزارة الدفاع
كلية الطب بالقوات المسلحة
مكتب مدير الكلية

السادة الأساتذة الأفاضل أعضاء لجنة تطوير برنامج بكالوريوس الطب و الجراحة
لجنة قطاع الدراسات الطبية بالمجلس الأعلى للجامعات
تحية طيبة و بعد،،،،،

في إطار التجهيز لبرنامج بكالوريوس الطب و الجراحة بنظام الخمس سنوات والذى من المخطط البدء في تنفيذه بدءا من العام الأكاديمى القادم ٢٠١٨ / ٢٠١٩ **قامت كلية الطب بالقوات المسلحة بدعوة السادة عمداء كليات الطب بكل من جامعة القاهرة – جامعة عين شمس – جامعة الأسكندرية وكذلك مديرى البرنامج الجديد بهذه الكليات لتبادل الروئ والخبرات فى تصميم وتجهيز البرنامج الجديد وكذلك مناقشة بعض بنود وثيقة " تفاصيل على مقترح لوائح كليات الطب" و التى تم إرسالها بالبريد الإلكترونى من لجنتكم الموقره إلى مديرى البرنامج الجديد كدليل استرشادى للتجهيز للبرنامج .**

وقد تم الإجتماع بمقر كلية الطب بالقوات المسلحة يوم السبت الموافق الثالث من فبراير ٢٠١٨ فى تمام الساعة الحادية عشرة صباحا بحضور كل من :

١. أ د / فتحى عبد العزيز خضير — عميد كلية الطب – جامعة القاهرة
٢. أ د / محمود شوقى المتينى — عميد كلية الطب – جامعة عين شمس
٣. أ د / أشرف عمر — وكيل كلية كلية طب عين شمس لشئون التعليم والطلاب
٤. لواء طبيب / محمود على — نائب مدير كلية الطب بالقوات المسلحة لشئون التعليم والطلاب
٥. أ د / طارق سعيد — أستاذ جراحة التجميل كلية الطب – جامعة القاهرة - مدير برنامج IPKA
٦. أ د / هانى شوقى — أستاذ التشريح – كلية طب عين شمس – مدير البرنامج
٧. أ د / مها عبد القادر حجازى — أستاذ الفسيولوجى كلية طب الأسكندرية / رئيس قسم الفسيولوجى بكلية الطب بالقوات المسلحة ممثلا لكلية الطب جامعة الأسكندرية لتعذر حضور أ د / أحمد عثمان عميد كلية الطب – جامعة الأسكندرية وأ د / محمد هشام وكيل كلية طب الأسكندرية لشئون التعليم والطلاب نظرا لسوء حالة الطقس فى هذا اليوم
٨. أ د / شهيرة يوسف — أستاذ التشريح – كلية طب عين شمس / كلية الطب بالقوات المسلحة
٩. أ د / شيرين وجيه — رئيس لجنة التقييم / كلية الطب بالقوات المسلحة
١٠. عميد طبيب / محمد جابر — رئيس فرع تخطيط التعليم / كلية الطب بالقوات المسلحة
١١. عقيد طبيب / رامى يونس — رئيس وحدة تطوير التعليم الطبى / كلية الطب بالقوات المسلحة

Misr University for Science & Technology
Faculty Council
18-2-2018

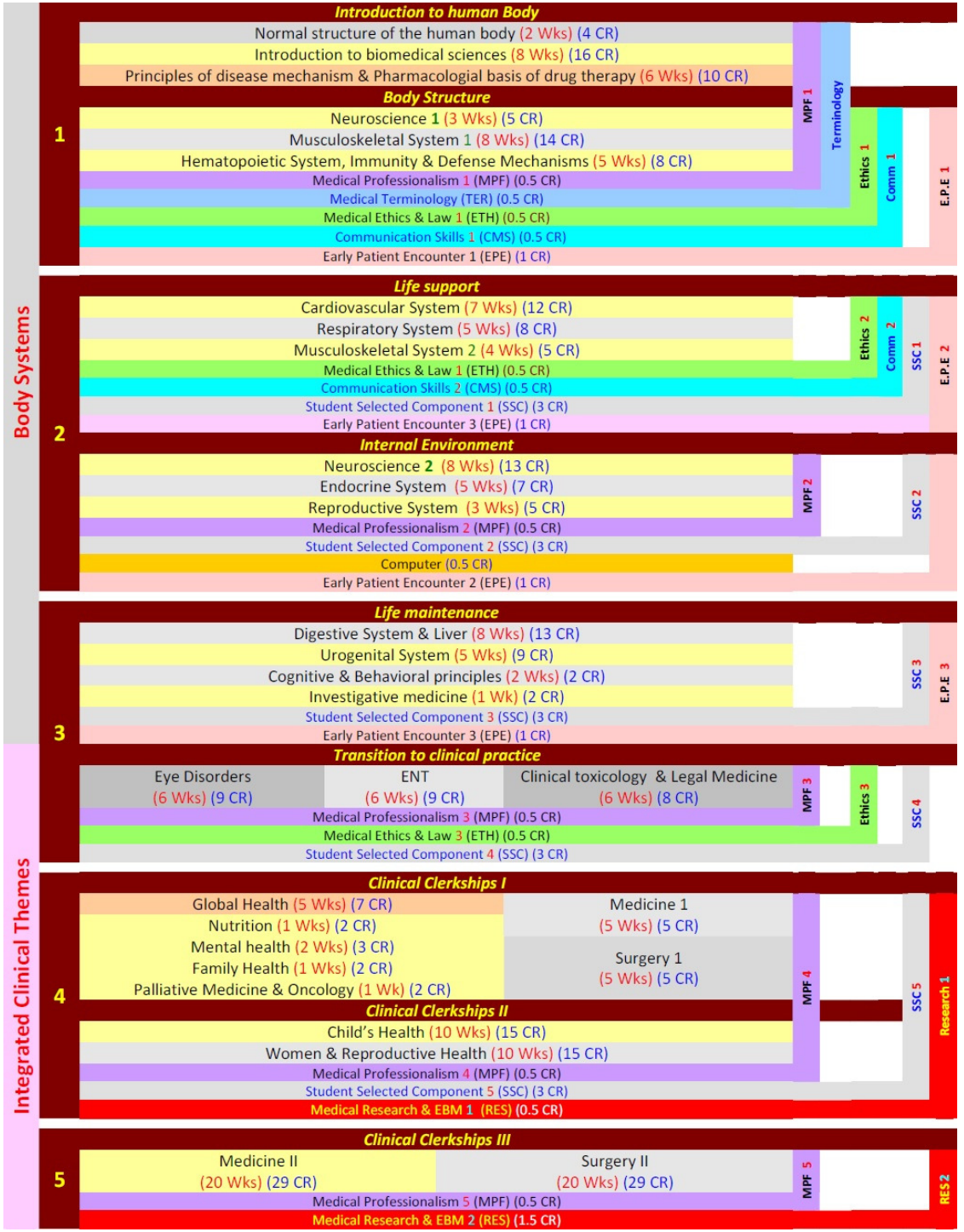
Time Table

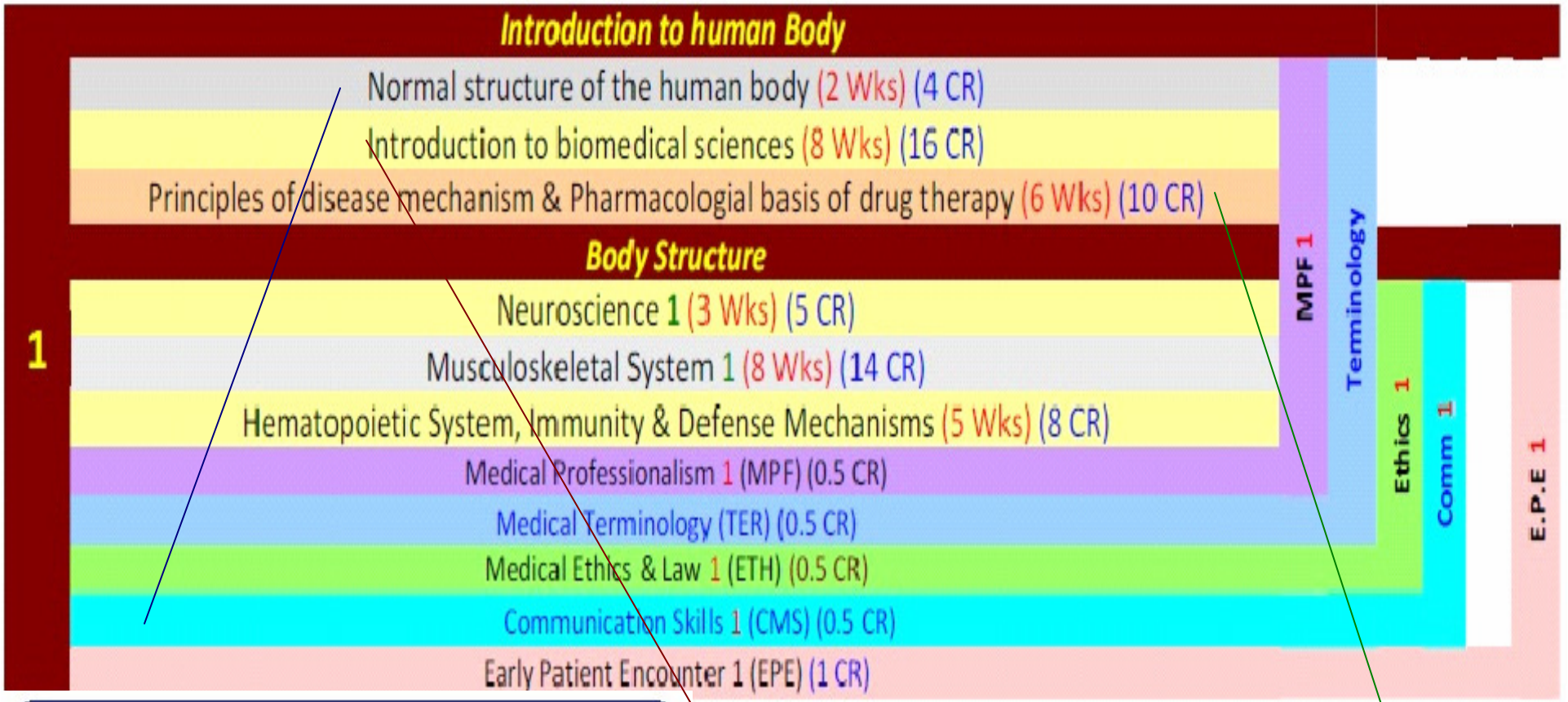
Time Table

Year	Semester	Starts	Ends	Duration	Working Days	Exam Prep	Total	Daily Hours	Weekly Hours
1	Semester I	Sep 15th-21st	Jan 12th-18th	16 Wks	80 days	8 days	120 days	480/80= 6.0 Hrs	30 Hrs
	Semester II	Jan 27th- Feb 2nd	May 27th – Jun 1st	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
2	Semester III	Sep 15th-21st	Jan 12th-18th	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
	Semester IV	Jan 27th- Feb 2nd	May 27th – Jun 1st	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
3	Semester V	Sep 15th-21st	Jan 12th-18th	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
	Semester VI	Jan 27th- Feb 2nd	Jun 2nd-7th	18 Wks	87 days	3 days	126 days	450/87= 5.2 Hrs	26 Hrs
4	Semester VII	Sep1st	Jan 18th	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs
	Semester VIII	Feb 2nd	Jun 21st	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs
5	Semester IX	Sep1st	Jan 18th	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs
	Semester X	Feb 2nd	Jun 21st	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs

Final Program Map

Faculty Council approval to send proposed curriculum to be revised by SCU's Medical sector on 25th Feb 2018

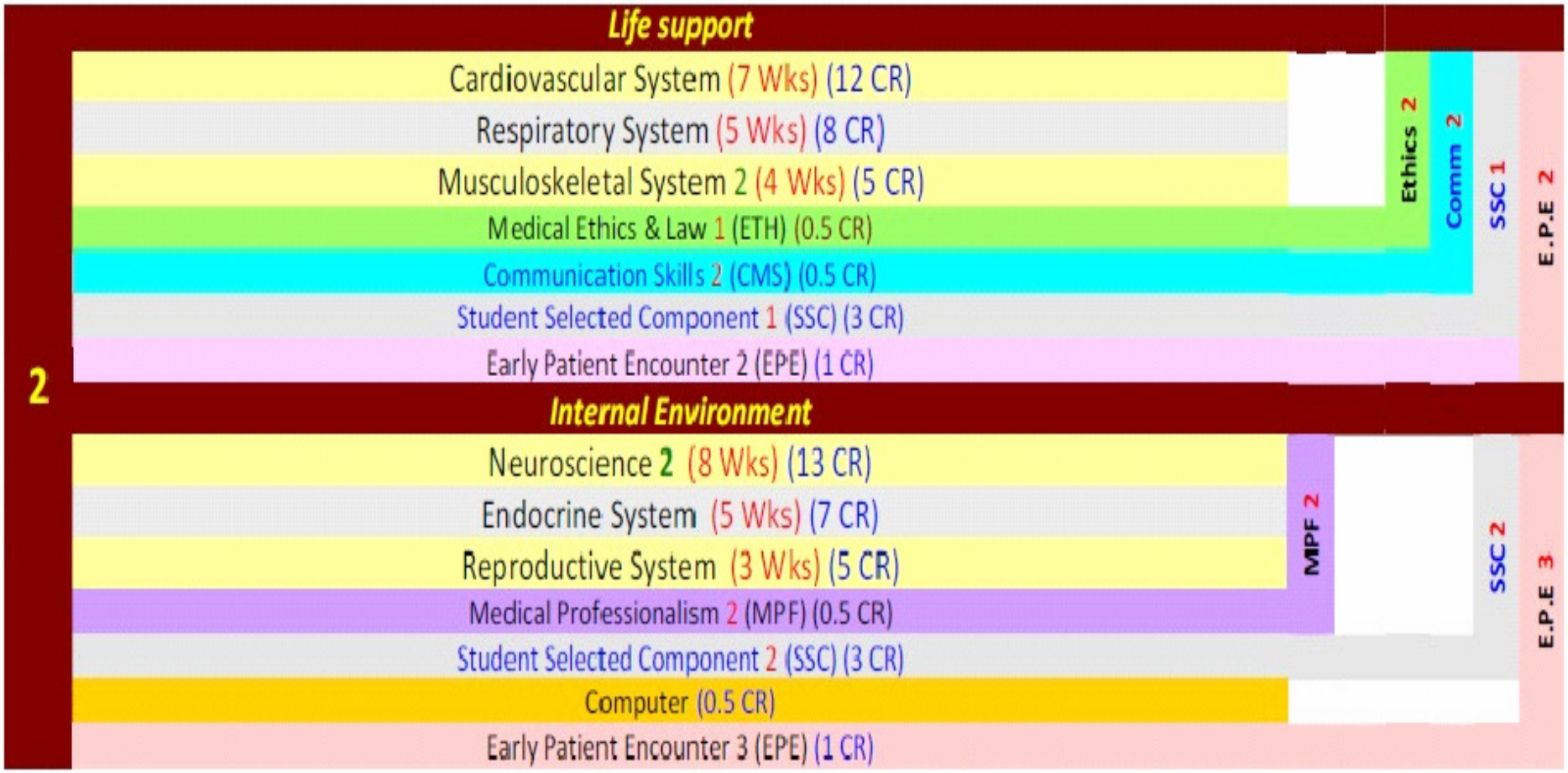

Body Systems
Integrated Clinical Themes
1
Introduction to human Body
Normal structure of the human body (2 Wks) (4 CR)
Introduction to biomedical sciences (8 Wks) (16 CR)
Principles of disease mechanism & Pharmacologial basis of drug therapy (6 Wks) (10 CR)
Body Structure
Neuroscience 1 (3 Wks) (5 CR)
Musculoskeletal System 1 (8 Wks) (14 CR)
Hematopoietic System, Immunity & Defense Mechanisms (5 Wks) (8 CR)
Medical Professionalism 1 (MPF) (0.5 CR)
Medical Terminology (TER) (0.5 CR)
Medical Ethics & Law 1 (ETH) (0.5 CR)
Communication Skills 1 (CMS) (0.5 CR)
Early Patient Encounter 1 (EPE) (1 CR)
MPF 1
Terminology
Ethics 1
Comm 1
E.P.E 1
2
Life support
Cardiovascular System (7 Wks) (12 CR)
Respiratory System (5 Wks) (8 CR)
Musculoskeletal System 2 (4 Wks) (5 CR)
Medical Ethics & Law 1 (ETH) (0.5 CR)
Communication Skills 2 (CMS) (0.5 CR)
Student Selected Component 1 (SSC) (3 CR)
Early Patient Encounter 3 (EPE) (1 CR)
Ethics 2
Comm 2
SSC 1
E.P.E 2
Internal Environment
Neuroscience 2 (8 Wks) (13 CR)
Endocrine System (5 Wks) (7 CR)
Reproductive System (3 Wks) (5 CR)
Medical Professionalism 2 (MPF) (0.5 CR)
Student Selected Component 2 (SSC) (3 CR)
Computer (0.5 CR)
Early Patient Encounter 2 (EPE) (1 CR)
MPF 2
SSC 2
3
Life maintenance
Digestive System & Liver (8 Wks) (13 CR)
Urogenital System (5 Wks) (9 CR)
Cognitive & Behavioral principles (2 Wks) (2 CR)
Investigative medicine (1 Wk) (2 CR)
Student Selected Component 3 (SSC) (3 CR)
Early Patient Encounter 3 (EPE) (1 CR)
SSC 3
E.P.E 3
Transition to clinical practice
Eye Disorders (6 Wks) (9 CR)
ENT (6 Wks) (9 CR)
Clinical toxicology & Legal Medicine (6 Wks) (8 CR)
Medical Professionalism 3 (MPF) (0.5 CR)
Medical Ethics & Law 3 (ETH) (0.5 CR)
Student Selected Component 4 (SSC) (3 CR)
MPF 3
Ethics 3
SSC 4
4
Clinical Clerkships I
Global Health (5 Wks) (7 CR)
Nutrition (1 Wks) (2 CR)
Mental health (2 Wks) (3 CR)
Family Health (1 Wks) (2 CR)
Palliative Medicine & Oncology (1 Wk) (2 CR)
Medicine 1 (5 Wks) (5 CR)
Surgery 1 (5 Wks) (5 CR)
Clinical Clerkships II
Child's Health (10 Wks) (15 CR)
Women & Reproductive Health (10 Wks) (15 CR)
Medical Professionalism 4 (MPF) (0.5 CR)
Student Selected Component 5 (SSC) (3 CR)
Medical Research & EBM 1 (RES) (0.5 CR)
MPF 4
SSC 5
Research 1
5
Clinical Clerkships III
Medicine II (20 Wks) (29 CR)
Surgery II (20 Wks) (29 CR)
Medical Professionalism 5 (MPF) (0.5 CR)
Medical Research & EBM 2 (RES) (1.5 CR)
MPF 5
RES 2

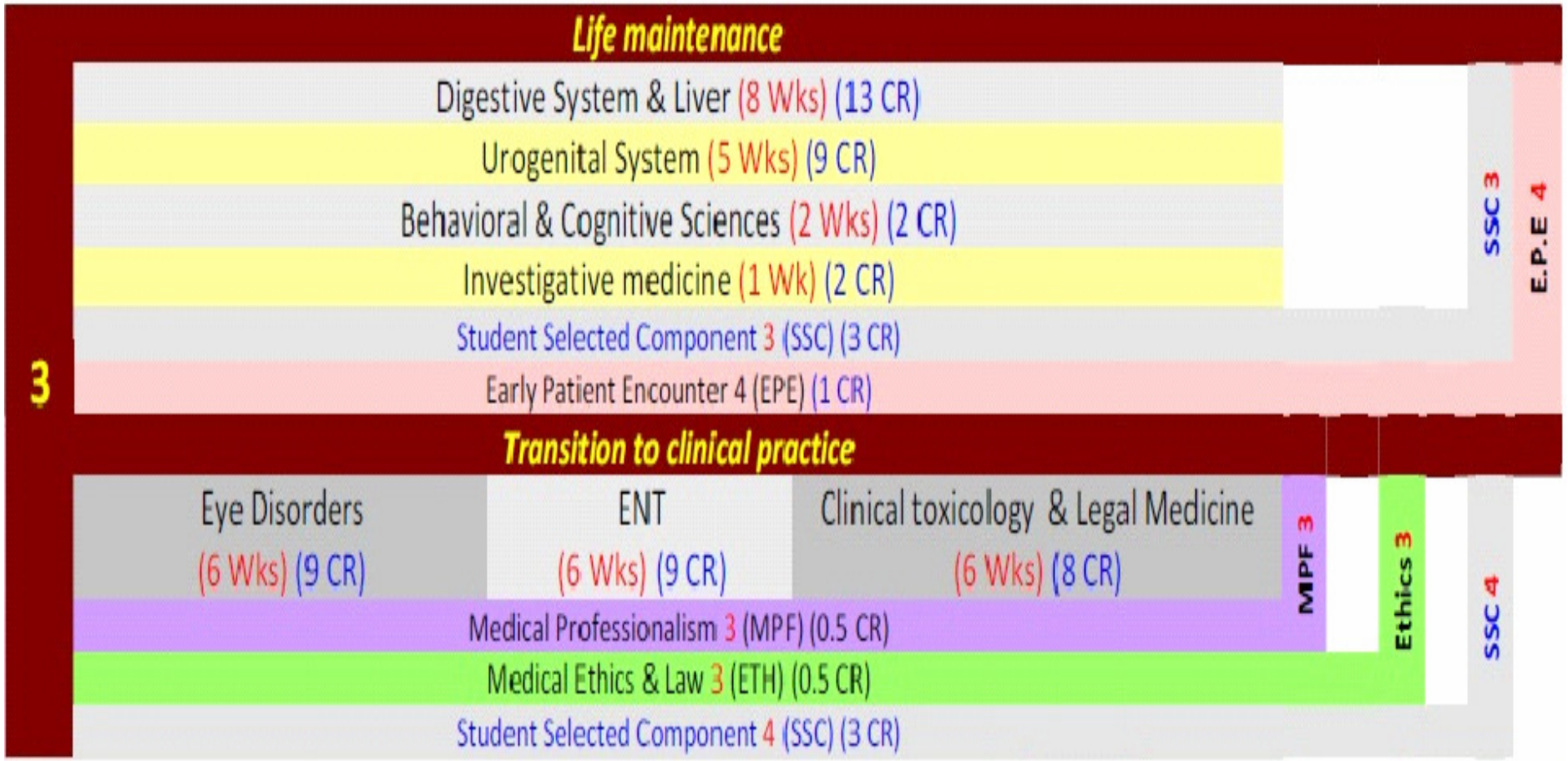


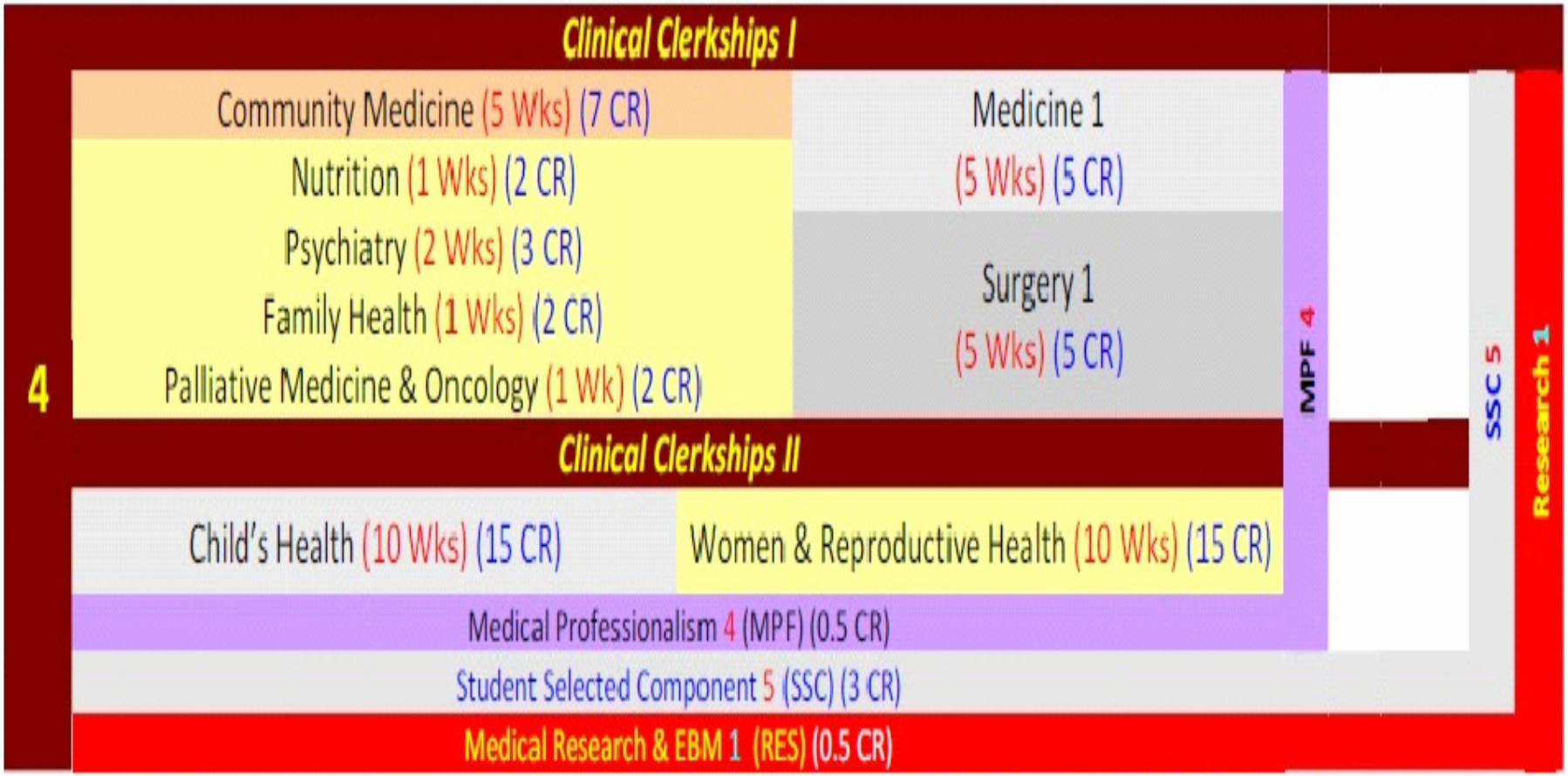
Introduction to Anatomy & Histology
General Embryology
Cytology

Biochemical Principles
Introduction to Physiology
General Metabolism
Molecular biology
Biophysics

General Pathology
General Microbiology
General Pharmacology
General Parasitology


2
Life support
Cardiovascular System (7 Wks) (12 CR)
Respiratory System (5 Wks) (8 CR)
Musculoskeletal System 2 (4 Wks) (5 CR)
Medical Ethics & Law 1 (ETH) (0.5 CR)
Communication Skills 2 (CMS) (0.5 CR)
Student Selected Component 1 (SSC) (3 CR)
Early Patient Encounter 2 (EPE) (1 CR)
Ethics 2
Comm 2
SSC 1
E.P.E 2
Internal Environment
Neuroscience 2 (8 Wks) (13 CR)
Endocrine System (5 Wks) (7 CR)
Reproductive System (3 Wks) (5 CR)
Medical Professionalism 2 (MPF) (0.5 CR)
Student Selected Component 2 (SSC) (3 CR)
Computer (0.5 CR)
Early Patient Encounter 3 (EPE) (1 CR)
MPF 2
SSC 2
E.P.E 3


3
Life maintenance
Digestive System & Liver (8 Wks) (13 CR)
Urogenital System (5 Wks) (9 CR)
Behavioral & Cognitive Sciences (2 Wks) (2 CR)
Investigative medicine (1 Wk) (2 CR)
Student Selected Component 3 (SSC) (3 CR)
Early Patient Encounter 4 (EPE) (1 CR)
SSC 3
E.P.E 4
Transition to clinical practice
Eye Disorders (6 Wks) (9 CR)
ENT (6 Wks) (9 CR)
Clinical toxicology & Legal Medicine (6 Wks) (8 CR)
Medical Professionalism 3 (MPF) (0.5 CR)
Medical Ethics & Law 3 (ETH) (0.5 CR)
Student Selected Component 4 (SSC) (3 CR)
MPF 3
Ethics 3
SSC 4


Clinical Clerkships I
Community Medicine (5 Wks) (7 CR)
Nutrition (1 Wks) (2 CR)
Psychiatry (2 Wks) (3 CR)
Family Health (1 Wks) (2 CR)
Palliative Medicine & Oncology (1 Wk) (2 CR)
Medicine 1
(5 Wks) (5 CR)
Surgery 1
(5 Wks) (5 CR)
4
MPF 4
SSC 5
Research 1
Clinical Clerkships II
Child's Health (10 Wks) (15 CR)
Women & Reproductive Health (10 Wks) (15 CR)
Medical Professionalism 4 (MPF) (0.5 CR)
Student Selected Component 5 (SSC) (3 CR)
Medical Research & EBM 1 (RES) (0.5 CR)

Cardiology
Chest
Clinical Pathology
Dermatology
Emergency & ICU
Geriatric Medicine
Infectious Diseases
Neurology
Rheumatology

Anaesthesiology
Andrology
Cardiothoracic Surgery
Emergencies & Burns
Neurosurgery
Orthopaedics
Radiology
Urology

Bylaws
اللائحة

The Proposed Curriculum & Bylaws were approved by Medical Sector of SCU

The Final Curriculum & Bylaws were approved by Faculty Committee for Education & Students' Affairs on 11 Mar 2018

The Final Curriculum & Bylaws were approved by Faculty Council on 20 Mar 2018

The Final Curriculum & Bylaws were approved by University Committee for Education & Students' Affairs (Medical Sector) on 12 Apr 2018

كلية الطب – قصر العينى

جامعة القاهرة

اللائحة الدراسية

٢٠١٩/٢٠١٨

Kasr Al Ainy Modular Program

Faculty of Medicine

Cairo University

K.A.M.P

2018/2019

مادة (٢): تمنح جامعة القاهرة بناء على طلب كلية الطب درجة البكالوريوس في الطب و الجراحة

مادة (٣): مدة الدراسة لنيل درجة البكالوريوس في الطب و الجراحة خمس سنوات مقسمة على ١٠ فصول دراسية (Semesters)

مادة (٤): اللغة الانجليزية: هى لغة التدريس والتقييم بالبرنامج

مادة (٥): تطبق هذة اللائحة على جميع الطلاب الجدد الملتحقين بالفرقة الاولى للكلية بدءاً من العام الدراسى ٢٠١٨-٢٠١٩ سواء طلاب النظام العادى او طلاب البرنامج المتكامل بنظام النقاط المعتمدة لدرجة البكالوريوس (**إبكا**) (**IPKA**)

مادة (٦): النقاط المعتمدة

٦-١: تطبق الكلية نظام النقاط المعتمدة لقياس جهد الطالب و يحصل الطالب على كامل النقاط المعتمدة لاى مقرر عند نجاحه فيه

٦-٢: مجموع النقاط المعتمدة للعام الدراسى الواحد ستون نقطة و مجموع النقاط المعتمدة لنيل درجة البكالويوس ٣٠٠ نقطة مغتمدة

٦-٣: تساوى النقطة المعتمدة الواحدة ٢٥ ساعة من جهد الطالب مقسمة الى ١٥ ساعة تدريسية (Contact Hours) و ١٠ ساعات أنشطة تعلم ذاتى و إستذكار و واجبات دراسية (Non Contact Hours)

٦-٤: تعتبر ساعات التقييم بكل اشكاله ضمن الساعات التدريسية سواء كان تقييماً تكوينياً Formative أو تراكمياً Summative

٦-٥: يتم توثيق ساعات أنشطة التعلم الذاتى (Non Contact Hours) بواسطة المرشد الأكاديمي للطالب عن طريق ملف الانجاز Portfolio سواء كان ورقياً او ألكترونياً E-Portfolio و تكون إجازة ملف الطالب شرط من شروط النجاح في مقرر الإحترافية الطبية المخصص للعام الدراسى

مادة (٧): المراحل التعليمية

تنقسم الدراسة بالكلية الى مرحلتين:

١ - **المرحلة الاولى: العلوم الطبية الاساسية** و مدتها عامان و نصف (٥ فصول دراسيةمن الاول الى الخامس) (Semesters:1-5) هم الفرقة الدراسية الاولى و الثانيه و النصف الاول من الفرقة الثالثة و تدرس هذة المواد بطريقة الوحدات الدراسية التكاملية المبنية على انظمة جسم الانسان (Integrated System-Based Modules) و لا يجوز للطالب الانتقال للمرحلة الثانية الا عند حصوله على جميع النقاط المعتمدة المخصصة لهذة المرحلة

٢ - **المرحلة الثانية: العلوم الطبية الإكلينيكية** و مدتها عامان و نصف (٥ فصول دراسيةمن السادس الى العاشر) (Semesters:6-10) هم النصف الثانى من الفرقة الدراسية الثالثة و الفرقة الرابعة و الفرقة الخامسة و تدرس هذة المواد بطريقة الجولات السريرية (Clinical Rounds) و تتبنى الكلية عدد (١٠٠) حالة أكلينيكية (Core Clinical Cases) تدرس بصورة تكاملية بين الاقسام موزعة في صورة حزم من الحالات حسب التخصصات موضح في كل منها القسم الرئيسى المسئول عن تدريسها خلال فترة توزيع الطالب على هذا القسم و الاقسام المكملة المشاركة في تدريس كل حالة

٩-١: المقررات الإجبارية

Course	Code الكود	المقرر
Normal structure of the human body	INT-101	مقدمة للجسم البشرى
Introduction to biomedical sciences	INT-102	مقدمة للعلوم الطبية
Principles of disease mechanism & drug therapy	INT-103	مقدمة لاساسيات علم الامراض و العلاج الدوائى
Neuroscience 1	NEU-104	الجهاز العصبى ١
Musculoskeletal & Integumentary systems 2	MSK-105	الجهاز الهيكلى العضلى و الجلد و الانسجة ١
Hematopoietic system, Immunity & defense mechanisms	HEM-106	الجهاز المناعى و الدم
Neuroscience 1	NEU-204	الجهاز العصبى ٢
Musculoskeletal & Integumentary systems 2	MSK-205	الجهاز الهيكلى العضلى و الجلد و الانسجة ٢
Cardiovascular System	CVS-207	الجهاز الدورى
Respiratory System	RSP-208	الجهاز التنفسي
Endocrine System	END-209	جهاز الغدد الصماء
Reproductive System	RPR-210	الجهاز التناسلى
Digestive System & Liver	DIG-311	الجهاز الهضمى و الكبد
Urogenital System	URG-312	الجهاز البولى
Behavioral & Cognitive Sciences	PSY-313	العلوم السلوكية و المعرفية
Investigative medicine	INV-314	العلوم التشخيصية
Eye Disorders	OPH-315	طب و جراحة العين
Ear, Nose & Throat	ENT-316	الانف و الاذن و الحنجرة
Clinical toxicology & Legal Medicine	TOX-317	السموم الاكلينيكية و الجوانب القانونية في الطب
Global Health Care	GLB-418	الصحة العامة
Clinical Nutrition	NTR-419	التغذية الطبية
Mental health	PSY-413	الأمراض النفسية
Family Medicine	FML-420	طب الأسرة
Palliative Medicine & Oncology	PLL-421	الطب التلطيفى و الأورام
Medicine 1	MED-422	الأمراض الباطنة ١
Surgery 1	SUR-423	الجراحة ١
Child's Health	PED-424	طب الأطفال
Women's Health	OBG-425	أمراض النساء و التوليد
Medicine 2	MED-522	الأمراض الباطنة ٢
Surgery 2	SUR-523	الجراحة ٢
Medical Professionalism 1	MPF-126	الإحترافية الطبية ١
Medical Professionalism 2	MPF-226	الإحترافية الطبية ٢
Medical Professionalism 3	MPF-326	الإحترافية الطبية ٣
Medical Professionalism 4	MPF-426	الإحترافية الطبية ٤
Medical Professionalism 5	MPF-526	الإحترافية الطبية ٥
Medical Research & EBM 1	RES-434	البحث الطبى و الطب المبنى على الدليل ١
Medical Research & EBM 2	RES-534	البحث الطبى و الطب المبنى على الدليل ٢
Early Patient Encounter 1	EPE-130	التدريب الاكلينيكى المبكر ١
Early Patient Encounter 2	EPE-231	التدريب الاكلينيكى المبكر ٢
Early Patient Encounter 3	EPE-232	التدريب الاكلينيكى المبكر ٣
Early Patient Encounter 4	EPE-333	التدريب الاكلينيكى المبكر ٤
Medical Terminology	TER-127	اللغة الإنجليزية (المصطلحات الطبية)
Medical Ethics & Law 1	EHT-128	أخلاقيات مهنة الطب و القانون ١
Medical Ethics & Law 2	ETH-228	أخلاقيات مهنة الطب و القانون ٢
Medical Ethics & Law 3	ETH-328	أخلاقيات مهنة الطب و القانون ٣
Communication Skills 1	CMS-129	مهارات التواصل ١
Communication Skills 2	CMS-229	مهارات التواصل ٢
Computer	COM-235	الكومبيوتر

كود المقرر: ثلاث احرف رمز المقرر متبوعاً برقم الفرقة الدراسية في خانة المئات و رقم المقرر في خانتى الآحاد و العشرات

٩-٢: المقررات الإختيارية Student Selected Component

٣ محاور من المقررات متاحة للدراسه بجانب المناهج الاساسية في الاماكن المحددة لها بالخريطة الزمنية للبرنامج و على الطالب اجتياز عدد من هذه المناهج مجموع نقاطها ١٥ نقطه معتمدة للتخرج و لا تحتسب لها درجات في المجموع التراكمى للطالب. و يجوز إضافة مقررات إختيارية جديدة بقرار من مجلس الكلية و تحدد النقاط المعتمدة لكل مقرر وفقاً لساعات التدريس كما هو موضح فيما يلى:

محور اللغات	محور العلوم الانسانية	محور الدراسات الطبية المتعمقة
وزن المقـرر ٩ نقاط معتمدة **يدرس على ٣ أجزاء كل منهم في فصل دراسى**	**وزن المقـرر ٣ نقاط معتمدة** **يدرس على فصل دراسي واحد**	**وزن المقـرر ٦ نقاط معتمدة** **يدرس على جزئين كل منهم في فصل دراسى**
متاح من المرحلة الأولى	**متاح من المرحلة الأولى**	**متاح من المرحلة الثانية**
اللغة العربية SSC-001 (لغير الناطقين بالعربية) **اللغة الانجليزية** SSC-002 (لغير الناطقين بالانجليزية أو خريجي مدارس اللغات الانجليزية أو الثانوية الانجليزية أو الدبلومة الأمريكية أو البكالوريا الكندية) **اللغة الفرنسية** SSC-003 (لغير الناطقين بالفرنسية أو خريجي مدارس اللغات الفرنسية أو البكالوريا الفرنسية) **اللغة الالمانية** SSC-004 (لغير الناطقين بالالمانية أو خريجي مدارس اللغات الالمانية أو الثانوية الالمانية-ابيتور)	تاريخ الطب المصرى SSC-005 علم الاجتماع SSC-006 الرسم و التصميم SSC-007 التصوير SSC-008 قانون عام SSC-009 اقتصاديات الطب SSC-010 إدارة الموارد البشرية SSC-011 مهارات إدارة المعلومات SSC-012 علم البرمجيات SSC-013	الاتسعة التداخلية SSC-017 الاتسعة التشخيصية SSC-018 الأمراض الصدرية SSC-019 الأمراض العصبية SSC-020 أمراض القلب SSC-021 أمراض القلب للأطفال SSC-022 أمراض الكبد SSC-023 أمراض الكلى SSC-024 الأمراض المعدية SSC-025 الأمراض النفسية SSC-026 الأمراض النفسية للأطفال SSC-027 أمراض و جراحة الثدي SSC-028 الانف و الاذن و الحنجرة SSC-029
	متاح من المرحلة الثانية	
	الاحصاء الطبي المتقدم SSC-014 إدارة المستشفيات SSC-015 معايير الجودة SSC-016	الاورام SSC-030 التخدير SSC-031 جراحة الأطفال SSC-032 جراحة الرأس و الرقبة SSC-033 الجراحة العامة SSC-034 جراحة العظام SSC-035 جراحة اوعية دموية SSC-036 جراحة تجميل SSC-037 جراحة قلب و صدر SSC-038 جراحة مخ و اعصاب SSC-039 الروماتيزم و التأهيل SSC-040 زراعة الأعضاء SSC-041 طب الأطفال SSC-042 طب الجنين SSC-043 الطب الرياضى SSC-044 طب الطوارئ SSC-045 طب المسنين SSC-046 الطب المهنى و البيئى SSC-047 طب و جراحة العين SSC-048 علاج العقم SSC-049 مرض السكر SSC-050 المسالك البولية SSC-051 الوراثة البشرية SSC-052

كود المقرر: ثلاث احرف رمز المقررات الاختيارية متبوعاً برقم المقرر

مادة (١٠): مرحلة العلوم الطبية الأساسية

الفرقة الاولى الفصلين الدراسيين الاول و الثانى	الكود Code	النقاط المعتمدة Credit Points	الأسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non-Contact	الدرجات Marks
المجموع		60	32Wks	1500	940	560	1190
الفصل الدراسى الأول – Semester 1							
مقدمة للجسم البشرى	INT-101	4	2	100	60	40	80
مقدمة للعلوم الطبية	INT-102	16	8	400	240	160	320
مقدمة لأساسيات الامراض و العلاج الدوائى	INT-103	10	6	250	180	70	200
الفصل الدراسى الثانى – Semester 2							
الجهاز العصبى ١	NEU-104	5	3	125	75	50	100
الجهاز الهيكلى العضلى و الجلد و الانسجة ١	MSK-105	14	8	350	210	140	280
الجهاز المناعى و الدم	HEM-106	8	5	200	120	80	160
الإحترافية الطبية ١	MPF-126	0.5	-	12	7	5	10
اللغة الإنجليزية (المصطلحات الطبية)	TER-127	0.5	-	12	7	5	-
أخلاقيات مهنة الطب و القانون ١	EHT-128	0.5	-	13	8	5	10
مهارات التواصل ١	CMS-129	0.5	-	13	8	5	10
التدريب الاكلينيكى المبكر ١	EPE-130	1	-	25	25	0	20

الفرقة الثانية الفصلين الدراسيين الثالث و الرابع	الكود Code	النقاط المعتمدة Credit Points	الأسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non-Contact	الدرجات Marks
المجموع		60	32 Wks	1500	900	600	1070
الفصل الدراسى الثالث – Semester 3							
الجهاز الدورى	CVS-207	12	7	300	180	120	240
الجهاز الهيكلى العضلى و الجلد و الانسجة ٢	MSK-205	5	4	125	75	50	100
الجهاز التنفسي	RSP-208	8	5	200	120	80	160
أخلاقيات مهنة الطب و القانون ٢	ETH-228	0.5	-	13	8	5	10
مهارات التواصل ٢	CMS-229	0.5	-	12	7	5	10
مقرر إختيارى	SSC	3	-	75	35	40	-
التدريب الاكلينيكى المبكر ٢	EPE-231	1	-	25	25	0	20
الفصل الدراسى الرابع – Semester 4							
الجهاز العصبى ٢	NEU-204	13	8	325	195	130	260
جهاز الغدد الصماء	END-209	7	5	175	105	70	140
الجهاز التناسلى	RPR-210	5	3	125	75	50	100
الإحترافية الطبية ٢	MPF-226	0.5	-	12	7	5	10
الكومبيوتر	COM-235	0.5	-	13	8	5	-
مقرر إختيارى	SSC	3	-	75	35	40	-
التدريب الاكلينيكى المبكر ٣	EPE-232	1	-	25	25	0	20

الفرقة الثالثة الفصل الدراسى الخامس	الكود Code	النقاط المعتمدة Credit Points	الأسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non-Contact	الدرجات Marks
المجموع		30	16 Wks	750	450	300	540
الفصل الدراسى الخامس – Semester 5							
الجهاز الهضمى و الكبد	DIG-311	13	8	325	195	130	260
الجهاز البولى	URG-312	9	5	225	135	90	180
العلوم السلوكية و المعرفية	PSY-313	2	2	50	30	20	40
العلوم التشخيصية	INV-314	2	1	50	30	20	40
مقرر إختيارى	SSC	3	-	75	35	40	-
التدريب الاكلينيكى المبكر ٤	EPE-334	1	-	25	25	0	20

مادة (١١): مرحلة العلوم الطبية الإكلينيكية

الفرقة الثالثة الفصل الدراسى السادس	الكود Code	النقاط المعتمدة Credit Points	الأسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non-Contact	الدرجات Marks
المجموع		30	18 Wks	750	450	300	540
الفصل الدراسى السادس – Semester 6							
طب و جراحة العين	OPH-315	9	6	225	135	90	180
الانف و الاذن و الحنجرة	ENT-316	9	6	225	135	90	180
السموم الاكلينيكية و الجوانب القانونية في الطب	TOX-317	8	6	200	130	70	160
الإحترافية الطبية ٣	MPF-326	0.5	-	12	7	5	10
أخلاقيات مهنة الطب و القانون ٣	ETH-328	0.5	-	13	8	5	10
مقرر إختيارى	SSC	3	-	75	35	40	-

الفرقة الرابعة الفصلين الدراسيين السابع و الثامن	الكود Code	النقاط المعتمدة Credit Points	الأسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non-Contact	الدرجات Marks
المجموع		60	40 Wks	1500	900	600	1140
الفصل الدراسى السابع – Semester 7							
الصحة العامة	GLB-418	7	5	175	105	70	140
التغذية	NTR-419	2	1	50	30	20	40
الأمراض النفسية	PSY-413	3	2	75	45	30	60
طب الاسرة	FML-420	2	1	50	30	20	40
الطب التلطيفى و الاورام	PLL-421	2	1	50	30	20	40
الأمراض الباطنة ١	MED-422	5	5	125	80	45	100
الجراحة ١	SUR-423	5	5	125	80	45	100
الإحترافية الطبية ٤	MPF-426	0.5	-	12	7	5	10
مقرر إختيارى	SSC	3	-	75	35	40	-
البحث الطبى و الطب المبنى على الدليل ١	RES-434	0.5	-	13	8	5	10
الفصل الدراسى الثامن – Semester 8							
طب الأطفال	PED-424	15	10	375	225	150	300
أمراض النساء و التوليد	OBG-425	15	10	375	225	150	300

الفرقة الخامسة الفصلين الدراسيين التاسع و العاشر	الكود Code	النقاط المعتمدة Credit Points	الأسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non-Contact	الدرجات Marks
المجموع		60	40 Wks	1500	900	600	1200
الفصلين الدراسيين التاسع و العاشر – Semester 9 & 10							
الأمراض الباطنة ٢ *	MED-522	29	20	725	435	290	580
الجراحة ٢ *	SUR-523	29	20	725	435	290	580
الإحترافية الطبية ٥	MPF-526	0.5	-	12	7	5	10
البحث الطبى و الطب المبنى على الدليل ٢	RES-534	1.5	-	38	23	15	30

* ملحوظة: مقررا الباطنة ٢ و الجراحة ٢ يشملان تخصصاتهم المختلفة مع مراعاة التكامل الافقى بينها في التطبيق

الباب الرابع

التقييم

مادة (١٤): نسبة الحضور

لا يسمح للطالب بدخول الامتحان او التقييم النهائى لأي مقرر اذا لم يحقق نسبة حضور قدرها ٧٥% على الاقل و يعتبر راسباً في هذا المقرر الا اذا قدم عذراً يقبله مجلس الكلية

مادة (١٥): قواعد النقل للفرق الأعلى

١٥-١: يحصل الطالب على كل النقاط المعتمدة المخصصة للمقرر او الوحدة الدراسية او الدورة السريرية عند نجاحه في الامتحان او التقييم

١٥-٢: لا ينتقل الطالب الى الفرقة الاعلى اذا تبقى عليه أكثر من ٢٠ نقطة معتمدة من النقاط المعتمدة لمقررات الفرق الأدنى

١٥-٣: لا ينتقل الطالب من مرحلة العلوم الأساسية الى مرحلة العلوم الاكلينيكية الا اذا حصل على كامل النقاط المعتمدة المخصصة لمرحلة العلوم الأساسية (١٥٠ نقطة)

مادة (١٦): درجة النجاح

١٦-١: لكى ينجح الطالب في اي مقرر يجب ان يحصل على ٦٠% من الدرجة الكلية و ٤٠% من درجة امتحان التحريري

١٦-٢: عند رسوب الطالب يسمح له بإعادة الاختبار في المقررات الى رسب فيها عدد ٣ مرات (الدور الثانى للعام الدراسى و الدوران الاول و الثانى للعام الدراسي التالى) و عند نجاحه فيه يحتسب له فقط درجة النجاح (٦٠%) و يحصل على كامل النقاط المعتمدة المخصصة للمقرر

مادة (١٧): أحكام التقييم

١٧-١: تشكل لجنة الإمتحان في مرحلة العلوم الأساسية من السادة رؤساء أقسام العلوم الأساسية المشاركين في تدريس كل وحدة دراسية من وحدات مرحلة العلوم الأساسية برئاسة رئيس القسم التابع له منسق الوحدة الدراسية و تشكل لجنة امتحان ثلاثية في مرحلة العلوم الإكلينيكية برئاسة رئيس القسم (او المنسق في الوحدات المشتركة) و تكون مهمة هذة اللجان وضع الامتحان النظرى من الاسئلة الموضوعة من الاقسام المشاركة فى تدريس المقرر بنسب مشاركتها طبقا لتوصيف المقرر او الوحدة الدراسية و ان يشمل اسئلة من انواع مختلفة لقياس أهداف المنهج و الإعداد للإمتحانات العملية والامتحانات الدورية ويتم إعتماد هذا التشكيل من مجلس الكلية.

١٧-٢: يتم الاعلان عن جدول الامتحانات الدورية والنهائية فى بداية العام الدراسى.

١٧-٣: يتم التقييم للمقررات او الوحدات الدراسية التكاملية بمشاركة جميع الأقسام المشاركة فى التدريس طبقاً لنسب مشاركتهم من واقع توصيف المقرر او الوحدة الداراسية.

١٧-٤: يطبق قانون تنظيم الجامعات ولائحته التنفيذية فى احتساب عدد مرات الرسوب لكل مستوى ويتعرض الطالب للفصل من الكلية طبقاً لفرص الرسوب المنصوص عليها به.

١٧-٥: يشترط للحصول على شهادة البكالوريوس النجاح فى جميع المقررات (الوحدات الدراسية/المواد/الدورات السريرية) الإجبارية و الإختيارية ويحتسب المجموع التراكمى من المقررات (الوحدات الدراسية/المواد/الدورات السريرية) الاجبارية فقط و يرتب جميع طلاب الكلية (طلاب الدفعة الاساسية و دفعة طلاب البرنامج المتكامل إبكا) حسب مجموعهم التراكمى عند التخرج و عند التقدم لشغل وظائف المعيدين و الاطباء المقيمين بالكلية

مادة (٢٦): بدء العمل بهذه اللائحة:

تطبق هذة اللائحة على جميع الطلاب الجدد الملتحقين بالفرقة الاولى للكلية بدءاً من العام الدراسى ٢٠١٨-٢٠١٩ سواء طلاب النظام العادى او طلاب البرنامج المتكامل بنظام النقاط المعتمدة لدرجة البكالوريوس (**إبكا**) (**IPKA**)

مادة (٢٧):

يرتب جميع طلاب الدفعة (و التي تشمل طلاب النظام العادى و طلاب البرنامج المتكامل بنظام النقاط المعتمدة لدرجة البكالوريوس إبكا) حسب مجموعهم التراكمى عند التخرج و عند التقدم لشغل وظائف المعيدين و الاطباء المقيمين بالكلية

مادة (٢٨):

الطلاب الملتحقون بالكلية قبل العام الدراسى ٢٠١٨-٢٠١٩ سواء طلاب النظام العادى او طلاب البرنامج المتكامل بنظام النقاط المعتمدة لدرجة البكالوريوس (**إبكا**) (**IPKA**) تطبق عليهم احكام اللوائح السارية عند التحاقهم بالكلية

مادة (٢٩):

يخضع الطالب للنظام العام للجامعة والكلية وتطبق عليه قواعد الفصل من الجامعة وفرص إعادة القيد والأعذار المقبولة لتأجيل الإختبار وإيقاف القيد الدراسى وكافة القواعد والقوانين واللوائح الخاصة بشأن تأديب الطلاب المنصوص عليها فى قوانين تنظيم الجامعات ولائحتها التنفيذية.

مادة (٣٠):

يجوز لمجلس الكلية أن يطلب تعديل بعض بنود هذة اللائحة الأساسية و إذا كان التعديل يمس الهيكل العام للبرنامج يتم تطبيقه على الدفعات الجديدة الملتحقة بالكلية بعد هذا التعديل اما إذا كان التعديل إجرائي إستوجبته التجربة العملية في التطبيق و لا يؤثر على الهيكل العام للبرنامج فيطبق على جميع الطلاب فور إعتماده.

مادة (٣١):

يعرض على مجلس الكلية كافة الموضوعات التى لم يرد فى شأنها نص فى مواد هذه اللائحة و يجوز تصديق مجلس الجامعة على قرارات مجلس الكلية.

Challenges

- Institution Culture
- Learning Material
- Large Numbers – Logistics / Mentorship
- Preclinical Phase Modular Lab Arrangement
- Competency Based Assessment
- Portfolio

References & Benchmarks

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