

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kasr Alainy
191 Years of Excellence

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

Developing a competency-based integrated curriculum

Dr Tarek Ahmed Said
Professor of Plastic Surgery



Governing Bodies of Medical Education in Egypt



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قرار رئيس مجلس الوزراء المنشور بالجريدة الرسمية



١٠ الجريدة الرسمية - العدد ١٣ (تابع) في ٢٩ مارس سنة ٢٠١٨

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
في بعض الاختصاصات :

وعلى موافقة المجلس الأعلى للجامعات :

وبعد موافقة مجلس الوزراء :

وعلى ما ارتأه مجلس الدولة :

وبناءً على ما عرضه وزير التعليم العالي والبحث العلمي :

تقرر:

(المادة الأولى)

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

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

(المادة الثانية)

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

صدر برئاسة مجلس الوزراء في ١١ رجب سنة ١٤٣٩ هـ

(الموافق ٢٩ مارس سنة ٢٠١٨ م)

رئيس مجلس الوزراء

مهندس / شريف إسماعيل

الرئيسية | أحدث الماكنات

من نحن

رئيس مجلس الإدارة

الجريدة الرسمية

الوقائع المصرية

الاستعلام في

الوقائع المصرية

والجريدة الرسمية

المنافسات و المزايدات

الإعلانات

خدمات أخرى

خدمة الشبكات الواحد

بروتوكول تعاون



قرارات المجلس الأعلى للجامعات

البرنامج الدراسي لل بكالوريوس بكليات الطب المصريه

البرنامج الدراسي لمستوي البكالوريوس في كليات الطب هو برنامج متكامل **integrated** يدرس في خمس سنوات بنظام الساعات او النقاط المعتمده (قرار مجلس الوزراء بتغيير ماده ١٥٤ من اللائحة التنفيذية لقانون تنظيم الجامعات) مع مراعاة ان درجه الدمج او التكامل بين العلوم الأساسيه و السريرية او الاكلينيكيه لا يقل عن المستوي الخامس من سلم هاردين في الدمج كما ذكر في المعايير الاكادميه المرجعيه للهيئه القوميه لضمان جوده التعليم بجمهوريه مصر العربيه.

١ تحديد الفصول الدراسية:

- ❖ يتكون البرنامج الدراسي المتكامل او المدمج علي **١٠ فصول دراسية** بنظام الساعات او النقاط المعتمده ويتراوح طول الفصل الدراسي من ١٥ الى ٢٠ اسبوع متضمنة التحضير و الامتحانات و يجوز ان تزيد الأسابيع الدراسيه في المرحلة الثانيه او الثالثه.
- ❖ يتوقع ان يكون طول السنة الدراسية ٣٠ اسبوع دراسي في بعض السنوات الدراسية ويزيد طول السنة الدراسية من ٣٦ الي ٤٠ اسبوع في بعض السنوات الدراسية وخاصة في المرحلة الثانية او الثالثه.
- ❖ لا تزيد فترة الاجازة السنويه الدراسية اخر العام عن ٨ اسابيع.
- ❖ حتي يمكن ان يتحقق الحد الاقصى يوصي بحضور الطلبة الي الفصول الدراسية ستة ايام في الاسبوع مع زيادة فترة دراسته اليوميه.



المجلس الاعلى للجامعات لجنة قطاع الدراسات الطبية



٤ توصيف البرنامج الدراسي للبكالوريوس في كليات الطب:

تعتمد البرامج المطورة على الدمج بين العلوم الطبية الاساسية والعلوم السريرية او الاكلينيكية وعند تصميم خريطة المنهج يراعى الاتى :

➤ فصل تمهيدي يتضمن المبادئ الاساسية للعلوم الطبية الاساسية

➤ و يتبع الفصل التمهيدي تصميم عدد من الفصول الدراسية من ٣ الى ٥ فصول دراسية و يتم تدريس العلوم الطبية الاساسية مدمجة مع بعض العلوم الاكلينيكية على هيئة مجموعات تعليمية (blocks) او وحدات تعليمية (modules)

System based blocks, in the form of system, integration within organ and clinical sciences

➤ يتبع ذلك عدد من ٤ الى ٥ فصول دراسية يتم تدريس العلوم السريرية (Clerckship)

➤ علي كل كلية ان تثبني علي الاقل عدد ٩٩ حالة من الحالات السريرية الأساسية core clinical cases علي ان تكون من ضمنها الحالات او الأعراض او المشاكل الاكلينيكية او الصحية ذات الاولوية.

➤ يجب اضافة مقررات او وحدات تعليمية للبرنامج بطريقه التكامل الراسي في تطوير مهارات الطلاب وأساسيات البحث العلمي وصحة الأفراد واداب المهنة ومهارات الاتصال و الاحترافيه.

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



المجلس الاعلى للجامعات لجنة قطاع الدراسات الطبية

- عدد الساعات المعتمده بحد ادنى ٢٠٠ وحد أقصى ٢٢٠ او النقاط المعتمده بحد ادنى ٣٠٠ و حد أقصى ٣٣٠ و يحدد عددها لكل مرحلة ولكل وحدة دراسيه وشروط الانتقال من مرحلة الى التي تليها .
 - القواعد المنظمة للانتقال من فصل دراسى الى آخر وقواعد استكمال البرنامج.
 - وصف البرنامج المتكامل Integrated بوضوح متضمنا الاسلوب المتبع فى تطبيق نظام الساعات أو النقاط المعتمده وايضا المقررات أو الوحدات وطرق التدريس والتدريب و موارد التعلم و مصادر التدريب الاكينيكي و الانشطة الطلابية دون الدخول فى تفاصيل جداول التدريس و مكوناتها.
 - متطلبات البرنامج (جداول موضح بها كود المقرر و اسم المقرر و كود المتطلب إذا وجد و الساعات أو النقاط المعتمده لكل مقرر و طرق التدريس لكل مقرر).
 - المقررات الاختيارية: يتم تحديد مجموعة من الاختيارات (Electives) فى برامج الدراسة على ان تكون نسبة المواد الاختياريه من ٥ الى ١٠٪ من مجموع النقاط او الساعات المعتمده، وان تكون نتائج الامتحانات فيها "ناجح" أو "راسب"، و لا تشمل درجات تدخل ضمن المجموع العام و لا يمكن التخرج الا بعد اجتياز المواد الاختياريه المحدده لكل طالب. ويمكن أن تصنف المقررات الاختيارية الى مستويان:
1. دراسات متعمقة فى بعض جزئيات البرنامج Selected in-depth studies، على ان تدرس بنفس الكلية.
 2. دراسات تكميلية فى بعض التخصصات الفرعية للبرنامج و يجوز دراستها فى كليات مناظرة على ان يكون لها حد اقصى من عدد الساعات المعتمده.
- دراسات خارج نطاق التعليم الطبى تخدم هوايات الطلاب خاصة اذا كانت تزيد من خبراتهم و كفاءتهم كأطباء و قد تشمل هذه الدراسات برامج لدراسة لغات، أو كمبيوتر، أو موسيقى، أو أدب، أو ترجمة، أو علوم الادارة، أو الاقتصاد، الخ، على ان تتم خارج أو داخل الكليات.
 - البحث العلمى: يجب ان تشتمل اللائحة على تدريب الطلاب على أساسيات البحث العلمى و مهاراته مبكرا خلال سنوات الدراسة و وضع برنامج لتدريب الطلبة على البحث الذاتى المستقل.
 - النص على بدء التدريب الإكينيكي مبكرا .

في نظام النقاط المعتمدة الحد الأقصى للنقاط المعتمدة في السنة الدراسية هو ٦٠ نقطة معتمدة مقسمة على فصلين دراسيين.

تعرف النقطة المعتمدة بأنها تساوي ٢٥ ساعة مقسمة الى ٦٠٪ ساعات تدريسية **contact hours** و ٤٠٪ أنشطة تطم ذاتي وواجبات دراسية **Non contact hours**

• تعريف الساعات التدريسية **contact hours**

النسبة المخصصة لها ٦٠٪ و يمكن أن تتخذ عدة اشكال اعتمادا على الموضوع، وكذلك على مكان وكيفية الدراسة ومن بعض الأمثلة الأكثر شيوعا: المحاضرات و الندوات والمناقشة في مجموعات صغيرة و المشاريع الميدانية و الفصول العملية وورش العمل و الزيارات الميدانية و الخارجي و تقديم العروض و الدورات السريرية و الساعات المكتبية و التعلم القائم على العمل **based learning work**

يعتبر التقييم بجميع اشكاله ضمن الساعات التدريسية كان تقييما تكوينيا ام نهائيا.

• تعريف **Non contact hours** ساعات أنشطه التعلم الذاتي

النسبة المخصصة لها ٤٠٪ ومن بعض الأمثلة الأكثر شيوعا: ساعات دراسته المنزليه و تحضير المواد التعليميه و قضاء وقت في الاطلاع على اى مصادر تعليمية اخرى داخل الكلية مثل المكتبة او وحدة الوسائل التعليمية او خلافه.

- يتم توثيق ساعات الأنشطة الدراسية و التعليميه بين الطالب واعضاء هيئة التدريس او الهيئة المعاونة التي تمثل ٤٠٪ من الانشطة التدريسية في نظام النقاط المعتمدة في ملف الانجاز **portfolio** و يفضل استخدام الملف الالكتروني.



المجلس الاعلى للجامعات لجنة قطاع الدراسات الطبية



ملحوظات عامة

1. يجب ان يكون البرنامج متسق مع خطط لجنة القطاع الخاصة بالخريجين.
2. يجب ان يؤخذ فى الاعتبار انه لا بد من وجود تكامل مع الخدمات الصحية وبرامج التدريب المهني فى نفس المنطقة/المحافظة وايضا التنسيق مع اقرب كلية طب للكلية التى ستنشأ فى نفس الاقليم.
3. يجب ان تتسم اللائحة بنظرة مستقبلية بحيث توضح كيف يمكن تطوير برامجها لتواكب التقدم العلمى فى المستقبل
4. يراعى التنسيق بين حجم محتوى المقررات أو الوحدات فى العلوم المختلفة و تحاشي التضخم فى كم المعلومات النظرية التى لا تنعكس مباشرة على الممارسة العامة
5. نظام الساعات او النقاط المعتمدة المستخدم يسمح بالنقل بين الكليات المماثلة.
6. يجب ان تضم اللائحة ما يوضح ان محتواها العلمى و تنسيقها يتطابق مع معايير الاعتماد و الجودة (NARS)
7. يجب أن تراعى اللائحة التفاصيل الشكلية مثل لغة الدراسة، متطلبات طبقاً للمعايير القومية للهيئة.



المجلس الاعلى للجامعات لجنة قطاع الدراسات الطبية

(DOPS) والتمارين السريرية المصغرة Mini-CEX Mini Clinical Evaluation

Exerciser),

➤ لا يوجد دور للاختبارات التقليدية الشفوية أو الاختبارات الكلينيكية للحالات القصيرة والطويلة.

➤ توزن درجات الامتحان علي حسب المجموعات التعليمية (Blocks) او الوحدات التدرسية (modules) و تختلف في نظامي النقاط او الساعات المعتمدة ففي نظام الساعات المعتمدة فتحسب كل ساعة بـ ٢٥ درجة اما في نظام النقاط المعتمدة فتحسب كل نقطة ما بين ١٥ و ٢٠ درجة.

➤ لكي ينجح الطالب يجب ان يحصل علي ٦٠٪ من الدرجات النهائية و ٤٠٪ في درجات الامتحان النظري.

➤ عند رسوب الطالب يصرح له بدخول امتحان الدور الثمن و يحسب له درجة النجاح ٦٠٪ اما اذا رسب في الدور الثاني فيحق له عند اعادة السنة الدراسية الاحتفاظ بدرجاته كاملة.

➤ لا ينقل الطالب من مرحلة الي اخري الا عند نجاحه في جميع المجموعات او الوحدات التعليمية او الدورات السريرية.

• تقييم الطلاب :

➤ يشكل تقييم الطلاب جزءا لا يتجزأ من الانشطة التعليمية العلميه و ينبغي ان يكون تصميم تقييم الطلاب مبنيا علي الجدارات و نواتج التعلم المطلوبه من البرنامج التعليمي و يجب استخدام ادوات تقييم ذات مصداقيه و قابله للاستخدام.

➤ يجب ان يكون تقييم الطلاب مبنيا علي التقييم (المدمج) او المتكامل وليس تقييم المواد الدراسية و تضع كل كلية (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 استوفى نسبة حضور ٧٥٪.

➤ يجب ان تنبني الكلية نظام التقييم التكويني (Formative assessment) في نظام النقاط المعتمدة ويكون حضوره شرط لدخول الاختبارات التراكمية (Summative assessment) للطالبه و لا يشتمل هذا التقييم علي اي درجات و يستعمل نظام ملف الانجاز الالكتروني او الورقي لمتابعه الطلاب في التقييم التكويني و يلتزم المنسق بإحطاء تغذيه راجعه للطالبه عن التقييم الخاص بهم.

➤ التقييم التراكمي (Summative assessment) يشمل التقييم التراكمي علي اعمال السنة والامتحانات الدورية والنهائية.

➤ بالنسبة لامتحانات الدورية والنهائية تتم في نهاية الفصل الدراسي او المجموعة التعليمية (Block) او الوحدة الدراسية (Module) او العام الدراسي او المرحلة الدراسية كما تري ادارة الكلية.

➤ بالنسبة لاعمال السنة تتم في نهاية البلوك او الوحدة الدراسية او الفصل الدراسي ويختبر الطالب بما يعادل ٣٠٪ من الدرجات.

➤ يتكون امتحان اخر العام او المرحلة التعليمية من ٧٠٪ علي الاختبار النهائي مقسمة الي ٤٠٪ اختبار مدمج و من امثله الاختبارات : الاسئلة الموضوعية مثل الاختبار من متعدد او اسئلة المزوجة الممتدة او الاسئلة المقالية المعدلة أو اسئلة السيناريوهات المعتمدة علي الحالات الكلينيكية و ٣٠٪ علي الاختبار العملي و من امثله ذلك الاختبار العملي الموضوعي متعدد المحطات مثل OSCE, OSPE و الرصد المباشر للمهارات

اللجنة العليا لادارة برنامج كلية الطب

المحتويات:

1 قواعد تشكيل اللجنة

2 وظائف ومسئوليات اللجنة

اولا: قواعد تشكيل اللجان

1 تشكيل اللجنة:

تتكون لجنة المناهج من ٩ إلى ١٣ عضو وهم

- العميد أو وكيل الكلية لشئون الطلاب
- عضو من لجنة الجودة
- اعضاء من هيئة التدريس ممثلين لبعض التخصصات الاكاديميه والاكلينيكيه بنسبه ٣:٤
- علي الاقل احد الطلاب و يمكن اضافته طبيب امتياز

✓ تكون للجنة سلطه عليا لتنفيذ و متابعه البرنامج و لا يسمح بتغيير اي جزء من البرنامج الا بعد موافقه اللجنة

✓ تتبع اللجنة مجلس الكلية و تقدم تقاريرها الي المجلس دوريا

✓ ينضم مدير البرنامج الي عضويه مجلس الكليه

✓ وتعد اللجنة اجتماعات علي الاقل مرتين كل شهر وتعيين مدير منها لادارة

البرنامج

✓ يجب علي اللجنة عمل لجان فرعيه لدعمها في جميع اعمالها

✓ تعيين اللجنة منسق لكل فصل دراسي او مقرر او وحده دراسيه



اللجنة العليا للمناهج



تشكلت اللجنة بقرار عميد الكلية رقم **368** لسنة 2017 بتاريخ 4 نوفمبر 2017 بمشاركة **5** جامعات هم جامعات القاهرة و الفيوم و بنى سويف و مصر للعلوم و التكنولوجيا و 6 أكتوبر بدأت اللجنة عملها بإجتماع تحضيرى يوم 22 نوفمبر 2017 تلاه على مدار شهر و نصف **8** اجتماعات موسعة و مجموعة كبيرة من اجتماعات و ورش العمل لفرق فرعية شارك فيها **80** عضو هيئة تدريس يمثلون جميع التخصصات الطبية و إدارات الجودة و التعليم الطبى و التعليم الإلكتروني تم إستطلاع رأي بعض الطلاب و أطباء الإمتياز في المقترح الجديد





جامعة القاهرة
Cairo University

مكتب العميد



كلية الطب

Faculty of Medicine

قرار عميد الكلية
رقم ١١٠٤ صادر بتاريخ ٢٠١٧/١١/٢٠

عميد الكلية:

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

قرر

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

- | | | |
|--------------------------------|---|---------------|
| د.د. فتحي رزق فاروق خضير | عميد الكلية | (بصفته رئيسا) |
| أ.د. محمد طارق زكي أنيس | وكيل الكلية لشئون الدراسات العليا والبحوث | (بصفته) |
| أ.د. هالة صلاح الدين طلعت | لشئون التعليم والطلاب | (بصفتها) |
| أ.د. خالد مكيين عبدالعظيم | وكيل الكلية لشئون خدمة المجتمع | (بصفته) |
| أ.د. نادية حسن بدرلوي | أستاذ متفرغ طب الأطفال | |
| أ.د. منى محمود علي حامد | رئيس قسم الطفيليات | |
| أ.د. منى عطية محمود هنا | مدير وحدة الجودة | |
| أ.د. هشام محمود عامر | أستاذ الجراحة العامة ومدير لجنة التقييم | |
| أ.د. طارق أحمد حسن سعيد | مدير البرنامج التعليمي ومدير لجنة تطوير المناهج | |
| أ.د. محمد حسن علي فهمي | أستاذ الجراحة العامة | |
| أ.د.حاتم حمدي العيشي | أستاذ الروماتيزم والتأهيل | |
| أ.د. نزمين مفتاح جلال فتح الله | أستاذ طب الأطفال | |
| أ.د. إيمان عبد المجيد عيسى | مدرس طب وجراحة العيون | |
| أ.د. ماريان يوسف عوض الله | مدرس الأشعة التشخيصية | |

أعضاء من الخارج:

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



كلية الطب

Faculty of Medicine



جامعة القاهرة

Cairo University

مكتب العميد

لجنة تطوير المناهج

- أ.د. فتحي رزق فاروق خضير
- أ.د. محمد طارق زكي أنيس
- أ.د. هالة صلاح الدين طلعت
- أ.د. طارق أحمد حسن سعيد
- أ.د. مصطفى عبدالحميد سليم
- أ.د. منال رشدي محمد المصري
- أ.د. عيبر أحمد زايد
- أ.د. حنان عبد العزيز مبارك
- أ.د. هالة عصام الدين محمد كحلة
- د. صفاء زاهد عبد الرحمن
- د. منى محمد شعبان
- د. منى سعيد الشربيني سليمان
- د. زولب احمد محمد نور عطيه
- عميد الكلية
- وكيل الكلية وكيل الكلية لشئون الدراسات العليا (بصفته)
- وكيل الكلية لشئون التعليم والطلاب (بصفتها)
- مدير البرنامج التعليمي ومدير اللجنة
- مدير مركز التعليم الطبي بصفته مسئولاً عن تطوير فدرات أعضاء هيئة التدريس
- أستاذ الأمراض الباطنة
- أستاذ الطب الشرعي
- أستاذ الفسيولوجيا
- أستاذ الأمراض الباطنة
- أستاذ مساعد الأمراض الصدرية
- مدرس التوليد وامراض النساء
- مدرس الطفيليات
- مدرس الكيمياء الحيوية الطبية

لجنة التقييم

- أ.د. فتحي رزق فاروق خضير
- أ.د. محمد طارق زكي أنيس
- أ.د. خالد مكيين عبدالعظيم
- أ.د. جوهان ابراهيم ابو الفتوح
- أ.د. هشام محمود عامر
- أ.د. منال عبد الواحد بصيلة
- أ.د. زولب محمد المعداوي
- أ.د. ايهاب عبد العزيز الشعراوي
- أ.د. أحمد سليمان نصر
- د. شيما ابراهيم محمد الجعفري
- عميد الكلية
- وكيل الكلية وكيل الكلية لشئون الدراسات العليا (بصفته)
- وكيل الكلية وكيل الكلية لشئون خدمة المجتمع (بصفتها)
- رئيس قسم الهندسة
- أستاذ الجراحة العامة ومدير اللجنة
- أستاذ الأمراض الجلدية
- أستاذ الهندسة
- أستاذ التشريح
- أستاذ التوليد وأمراض النساء
- مدرس الفسيولوجيا الإكلينيكية للجهاز العصبي

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

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

عميد الكلية

أ.د. فتحي خضير



إجتماعات لجنة تحضير المنهج الجديد

أولاً: إجتماعات اللجنة العليا التنسيقية و لجنة المناهج

- ١- إجتماع الاول تحضيرى لبدء أعمال اللجنة ٢٢ نوفمبر ٢٠١٧
- ٢- الاجتماع الثاني ٢٦ نوفمبر ٢٠١٧
- ٣- الاجتماع الثالث ٢٨ نوفمبر ٢٠١٧
- ٤- إجتماع 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 يناير ٢٠١٨ تم بعده ارسال المقترح للأقسام للدراسة
- ٩- الإجتماع التاسع ١٧ يناير ٢٠١٨
- ١٠- الاجتماع العاشر مع رؤساء أقسام العلوم الأساسية و منسقي الوحدات الدراسية ١٣ فبراير ٢٠١٨
- ١١- الاجتماع الحادي عشر مع منسقي الوحدات الدراسية ١٣ فبراير ٢٠١٨
- ١٢- الاجتماع الثاني عشر ٢٧ مارس ٢٠١٨
- ١٣- الاجتماع الثالث عشر ٢٨ مارس ٢٠١٨
- ١٤- الاجتماع الرابع عشر ٢٩ مارس ٢٠١٨
- ١٥- الاجتماع الخامس عشر ٣١ مارس ٢٠١٨



ثالثاً: مقترحات الأقسام

- ١- مقترح من قسم صحة الأسرة
- ٢- مقترح من قسم الصحة العامة
- ٣- مقترح من قسم الطب الشرعي و السموم الإكلينيكية

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

- ١- إجتماع مع رئيس قسم صحة الأسرة ٢٢ يناير ٢٠١٨
- ٢- إجتماع مع رئيس قسم الصحة العامة ٢٤ يناير ٢٠١٨
- ٣- إجتماع مع رئيس الباطنة ٢٤ يناير ٢٠١٨
- ٤- إجتماع في قسم الميكروبيولوجي 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- إجتماع في قسم الكيمياء الحيوية ٧ فبراير ٢٠١٨
- ٨- إجتماع في قسم الميكروبيولوجي ٧ فبراير ٢٠١٨
- ٩- إجتماع في قسم الفارماكولوجي ٧ فبراير ٢٠١٨
- ١٠- إجتماع مشترك لأقسام الفارماكولوجي و الميكروبيولوجي ٧ فبراير ٢٠١٨
- ١١- إجتماع مشترك لأقسام الفسيولوجي و الهستولوجي 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 أقسام العلوم الأساسية و منسقى الوحدات الدراسية ١٣ فبراير ٢٠١٨
- ١٥- إجتماع لرؤساء أقسام العلوم الأساسية لمناقشة بعض بنود اللائحة المتعلقة بالاختبارات ٢٠ فبراير ٢٠١٨
- ١٦- إجتماع مشترك لأقسام الباثولوجي و الفسيولوجي و الهستولوجي 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



خطة العمل

Action Plan



GAP Analysis vs NARS 2017 requirements

Writing Program Learning Objectives & Milestones

Framework

Modules weights

Coordinators and writing committees

Modules' specifications

Blueprints & Assessments

Program Matrix

Bylaws

Teaching rooms & Labs

E-learning unit and electronic platform



- **Revision of key competencies against Current program ILOs**
- **Adding new modules to achieve new key Competencies**



New Additions

- Family Medicine
- Investigative Medicine (Diagnostics)
- Mental Health & Cognitive Principles
- Palliative Medicine & Oncology
- Medical Research Methodology, Biostatistics & EBM
- Medical Ethics & Law
- Medical Professionalism
- Communication Skills



Program Learning Objectives

T A X O N O M Y
O F
E D U C A T I O N A L O B J E C T I V E S

The Classification of Educational Goals

HANDBOOK 1 COGNITIVE DOMAIN

By

A Committee of College
and University Examiners

Benjamin S. Bloom, Editor
University Examiner
University of Chicago

Max D. Engelhart
Director, Department of Examinations
Chicago City Junior Colleges

Edward J. Furst
Chief, Evaluation and Examination Division
University of Michigan

Walker H. Hill
Examiner, Board of Examiners
Michigan State University

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

LONGMANS



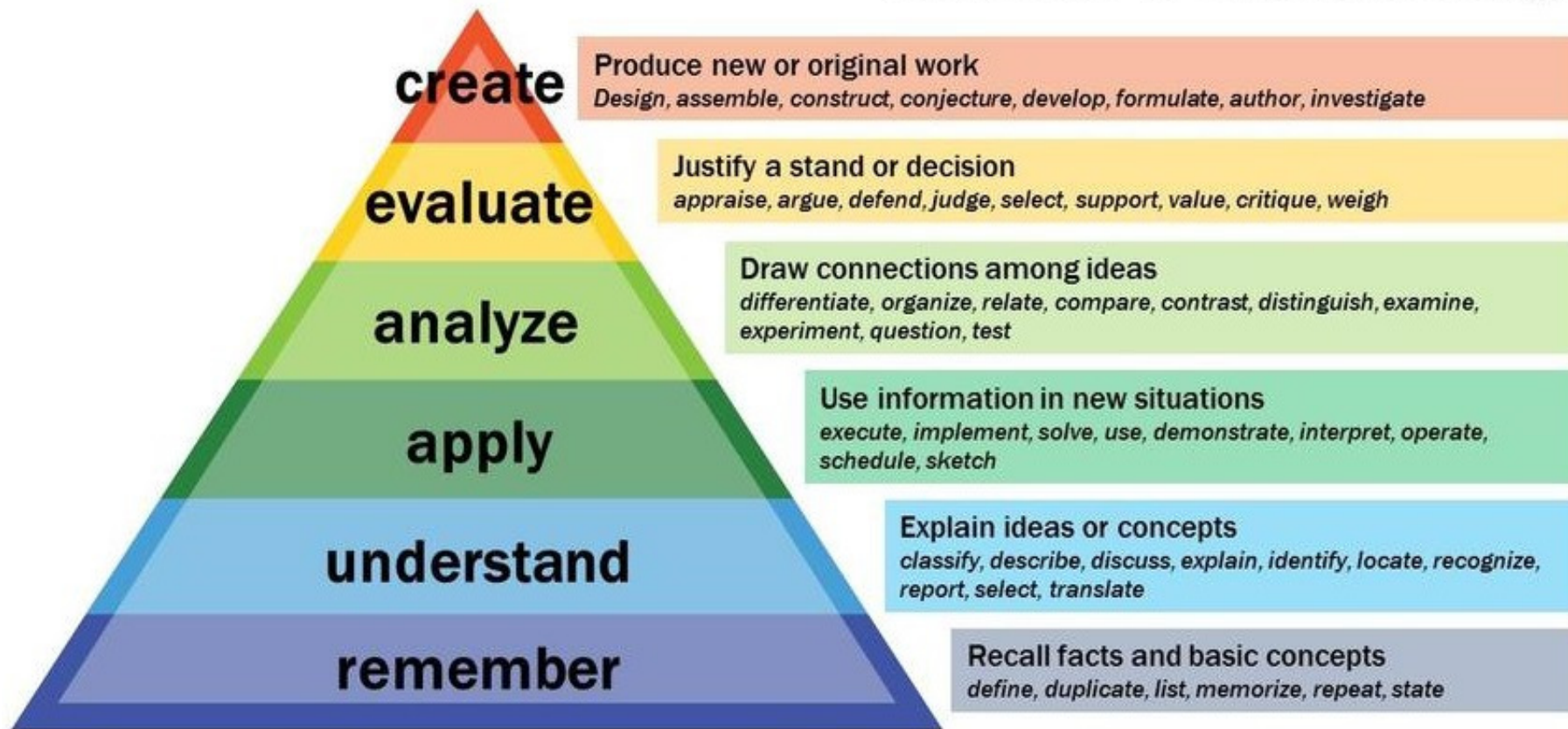


Bloom's Taxonomy





Bloom's Taxonomy



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



A Revision of Bloom's Taxonomy: An Overview

THE TAXONOMY OF EDUCATIONAL OBJECTIVES is a framework for classifying statements of what we expect or intend students to learn as a result of instruction. The framework was conceived as a means of facilitating the exchange of test items among faculty at various universities in order to create banks of items, each measuring the same educational objective. Benjamin S. Bloom, then Associate Director of the Board of Examinations of the University of Chicago, initiated the idea, hoping that it would reduce the labor of preparing annual comprehensive examinations. To aid in his effort, he enlisted a group of measurement specialists from across the United States, many of whom repeatedly faced the same problem. This group met about twice a year beginning in 1949 to consider progress, make revisions, and plan the next steps. Their final draft was published in 1956 under the title, *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain* (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).¹ Hereafter, this is referred to as the original Taxonomy. The revision of this framework, which is the subject of this issue of *Theory Into Practice*, was developed in much the same manner 45 years later (Anderson, Krathwohl, et al., 2001). Hereafter, this is referred to as the revised Taxonomy.²

David R. Krathwohl is Hannah Hammond Professor of Education Emeritus at Syracuse University.

Bloom saw the original Taxonomy as more than a measurement tool. He believed it could serve as a

- common language about learning goals to facilitate communication across persons, subject matter, and grade levels;
- basis for determining for a particular course or curriculum the specific meaning of broad educational goals, such as those found in the currently prevalent national, state, and local standards;
- means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and
- panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted.

The Original Taxonomy

The original Taxonomy provided carefully developed definitions for each of the six major categories in the cognitive domain. The categories were *Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation*.³ With the exception of *Application*, each of these was broken into subcategories. The complete structure of the original Taxonomy is shown in Table 1.

The categories were ordered from simple to complex and from concrete to abstract. Further, it was assumed that the original Taxonomy represented a cumulative hierarchy; that is, mastery of



KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite Define Draw Enumerate Find Label List Locate Match Memorize Name Recall Recite Record Recognize Select State Tabulate	Arrange Associate Classify Convert Describe Discuss Explain Exemplify Identify Interpret Locate Match Paraphrase Report Research Sort Summarize Translate	Adapt Apply Compute Coordinate Demonstrate Develop Dramatize Employ Establish Examine Extrapolate Illustrate Implement Instruct Interview Manipulate Modify Operate Order Practice Predict Prepare Produce Utilize	Analyze Appraise Detail Determine Calculate Categorize Classify Compare Contrast Correlate Critique Defend Detect Dissect Distinguish Examine Inspect Inventory Research Solve Summarize Test	Assess Assemble Build Choose Compare Construct Debate Estimate Formulate Generate Hypothesize Integrate Judge Justify Manage Organize Predict Prescribe Prepare Prioritize Produce Propose Recommend Structure Synthesize	Adapt Anticipate Collaborate Combine Communicate Compose Construct Create Design Facilitate Forecast Generate Initiate Model Negotiate Organize Perform Plan Produce Propose Reconcile Revise Resolve Structure Substitute
Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture Video Illustrations Examples Visuals	Questions Discussion Review Test Reports Exercises	Practice Demonstrations Presentations Projects Role play Micro-teach	Problem solving Case Studies Critical Incidents Discussion Questioning Test	Projects Problem solving Case studies Plan development Constructing Simulation	Simulations Critiques Complex case study Design and development Product generation 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. (1958). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Writing Program ILO's



TEACHING & LEARNING WITH PLYMOUTH UNIVERSITY

Designing Program Modules: Guidance

This Guide has been produced <http://www1.plymouth.ac.uk/ourun>

Updated: November 2013

Section 8: Verbs for Writing Learning Outcomes

Knowledge and Understanding (subject specific)

acquire	illustrate	recognise
calculate	indicate	record
clarify	interpret	recount
define	judge	refer to
describe	label	reproduce
disclose	list	respond to
discover	make observations	restate
discuss	measure	reveal
draw on	name	state
explain	outline	
identify	recall	

Cognitive/Intellectual Skills (generic)

analysis		
account	criticise	extrapolate
analyse	debate	interpolate
appraise	distinguish	predict
categorise	draw	question
compare	draw distinctions	show insight
comprehend	elaborate	translate
contrast	examine	underline

Synthesis

arrange	extrapolate	prove
carry out	formulate	redefine
combine	initiate	reformat
conceptualise	invent	relate
construct	organise	research
create	perform	suggest
demonstrate	plan	synthesise
design	prepare	transfer
develop	produce	transform
experiment	propose	

Evaluation

advocate	conclude	estimate
appraise	critically evaluate	judge
assess	criticise	measure
challenge	discriminate	recommend
compare	distil	resolve

Application

apply	draw	refine
assemble	exhibit	select
construct	generate	solve
debate	implement	use
deconstruct	plan	
derive	produce	

Key/Transferable Skills (generic)

working with others		
accommodate	decide	manage
acknowledge others	delegate	meet expectations
arbitrate	direct	motivate
assist	facilitate	negotiate
collaborate	feedback	participate
confirm	give/receive ideas	persuade
confront	guide	respond
consider others	include	set goals/objectives
construct	initiate	support
co-operate	interact	
co-ordinate	lead	

Section 8: Verbs for Writing learning Outcomes (continued)

Information Technology / Learning Resources

access	explore	search
appraise	locate	select
collate	manage	work to deadlines
develop & derive new information	research	

Improve Own Learning and Performance

achieve	evidence	observe
action plan	identify	plan/meet own targets
challenge received opinion	improve	recognise
criticise	judge	reflect
develop criteria	justify	review progress
evaluate	monitor	uncover

Management of Information

access	extrapolate	prioritise
apply	identify	report
compare/contrast	make sense of	research
critically analyse	memorise	select
decide	obtain / summarise	select strategies
explore	plan	use

Autonomy

apply	formulate	propose
assess	identify	recognise
choose	implement	resolve
define	plan	select

Communication

advocate	explain	network
argue	express	present
articulate	formalise	question
debate	illustrate	rebut
defend	involve	respond
demonstrate	justify	sense problem solving
display ideas	liaise	summarise
examine	listen	

Problem Solving

adapting	experiment	persuade
apply given methods	generate ideas	present
create	implement	propose
define	justify	resolve
evaluate	perceiving	select appropriate methods
execute	perform	solve

Application of Number

calculate	interpret	plan
derive	justify	present findings

Practical Skills

(subject specific i.e. your discipline will have or could create its own range of verbs)		
categorise	demonstrate	operate
collect	design	perform
conduct	disseminate	produce
construct	draw	use

Professional/Employment Related

Many of the skills above – particularly key/transferable skills are difficult to apply and assess in the university setting. The work place or year abroad, (subject related or not) does offer the opportunities.		
develop	plan career	facilitate
monitor	prioritise	introduce
establish	report	involve
observe	research career	listen
perform	review	

Plymouth University November 2013



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 ILOs
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 ILOs
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 procedures ² 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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
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 ILOs
6.6 Effectively manage learning time and resources and set priorities.	6.6.1 Prioritize tasks to achieve proper time management 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



Medical Education Development

Competency-Based Medical Education

Integration

Milestones



Outcome Based → Competency-Based



Programs

Structure-Based



Outcome-Based (OBME)



Competency-Based (CBME)



Competency Based Medical Education (CBME)

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 Key competencies

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)

Variable	Educational Program Approach	
	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.



Integration



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 theory

adult learners' interest in meaningful learning

Cognitive psychology

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

(Kaufman & Mann 2010)

Domains of learning

cognitive, psychomotor, and affective

(In medical education better explained as knowledge, skills & attitude)

“ICE” Educational model

- Foundational concepts (**i**deas)
- Connect or incorporate them with other learning (**c**onnections)
- Apply the concepts to real-life examples (**e**xtensions)



History of Integration in Egypt

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

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Received 13 December 2017; accepted 29 December 2017

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.

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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

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)

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Peer review under responsibility of AMEEMR: the Association for Medical Education in the Eastern Mediterranean Region

<https://doi.org/10.1016/j.hpe.2017.12.007>

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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



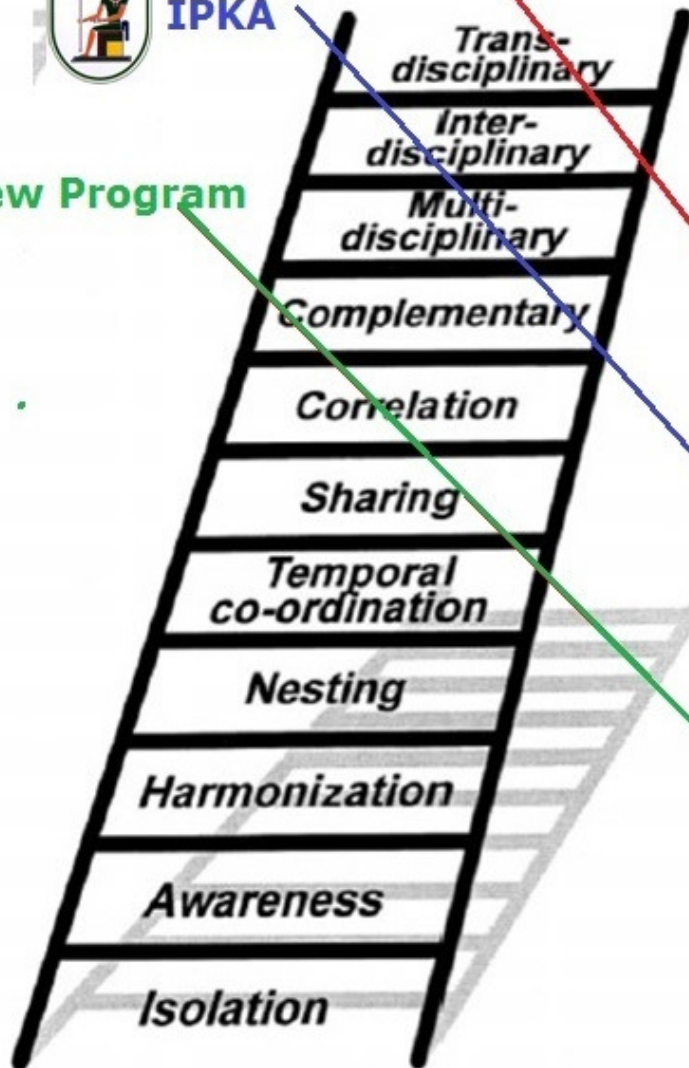
Old Mainstream

I.P.K.A.



IPKA

New Program



- 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.

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



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 attributes 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 Information 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 Basis of Pain Management	Describes the Pharmacological 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.



الهيكل العام

إستعرضت اللجنة مناهج بعض كليات طب المملكة المتحدة التي تطبق النظام التكاملي 5 سنوات

• كينجز كوليذج لندن

• يوسى إل لندن

• كلية الجراحين الملكية إيرلنده فرع البحرين

• سان جورج

• إمبيريال

• مانشستر

• داندى باسكتلنده

+

• جامعة لى كا شينج بهونج كونج

• جامعة موناخ بماليزيا

Benchmarks



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Preliminary Program Map



System Based Modules



System Blocks' Content Source

All Topics of Basic Sciences were initially allocated to different system based modules by each department

Then extensive inter-department meetings were held to adjust & Integrate:

- *To relocate topics between modules*
- *To remove redundancy*
- *To avoid repetition*
- *To avoid dropping topics*

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**





إجتماع مع أقسام العلوم الأساسية
يوم الاربعاء ٢١-٢-٢٠١٨
الساعة ١١ ظ بمكتب العميد

بحضور:

- اد فتحى خضير – عميد الكلية
- اد طارق سعيد – مدير البرنامج
- اد محمد حسن – أستاذ الفسيولوجي
- اد نجلاء سلامة – أستاذ الهستولوجي
- اد ميرا فاروق – أستاذ الهستولوجي
- اد – أستاذ الهستولوجي
- اد جينا اسعد – أستاذ الباثولوجي
- اد سامية جبل – أستاذ الباثولوجي
- د دعاء عبدالغفار – مدرس الكيمياء الحيوية

- تم مناقشة النقاط المثارة من قسم الباثولوجي لبعض الموضوعات اللازمة لتدريس introduction to disease mechanism

- تم الاتصال تليفونيا ب اد ياسر نصار رئيس قسم الكيمياء الحيوية و اد ايناس احمد استاذ مساعد التشريح

- تم الاتفاق على تدريس ٣ محاضرات تحضيرية في introduction to human body هي:

١- Blood cells

٢- Blood vessels

٣- Lymph node structure

انتهى الاجتماع في الثانية عشرة ظهرا

مدير اللجنة
اد / طارق سعيد



CONTENT	الوحدة الدراسية
Anatomy : Introduction to anatomy Anatomy: General Embryology Histology: Introduction Histology: Microtechniques Histology: Cytology Histology: CT proper Histology: Epithelium Histology: Cytogenetics	Introduction to Human Body
Biochemistry: Biochemical Principles Biochemistry of Molecular & Genetic Principles (Biomolecules, Enzymes, Bioenergetics) Biochemistry of Gen Metabolism & its inborn errors & Nutrition Physiology: Introduction Physiology of Nerves Physiology of Metabolism Physiology: Biophysics	Introduction to Biomedical Sciences
Micro: Bacterial Structure & Organization Micro: Bacterial Growth & physiology Micro: Bacterial Genetics Micro: Bacterial Variation & Bacterial Viruses Micro: Bacterial Pathogenesis & Carrier Micro: Antimicrobial Chemotherapy Micro: General virology Micro: General Mycology Pharma: Introduction to General Pharmacology Pharma: Drug interactions Pharma: Prescription writing Pathology: Introduction Pathology: Sampling, Sending, Processing, reporting Pathology: Inflammation & Repair Pathology: Cell injury, accumulations, depositions and diseases of ageing Pathology: Growth disturbances, neoplasia & cytology Pathology: Fluid & hemodynamic disturbances Pathology: Parasitic, viral & mycotic infections Pathology: Genetic, environmental, nutritional disorders & ionizing radiation Pathology: Cytology Pathology: Immuno-histochemistry Parasitology : Introduction	Mechanism of Disease and Drug Therapy
Anatomy of Autonomic Plexus Anatomy of Sympathetic Chain Anatomy of Parasympathetic Ganglia Physiology: Autonomic NS Histology: Neuron Histology: Ganglia Histology: Peripheral nerves Histology: Degeneration synapses Histology: Nerve endings Pharma: Autonomic nervous system	Neuroscience 1



<p>Anatomy of Bones, Muscles & Nerves of Upper Limb & Breast Anatomy of Bones, Muscles & Nerves of Lower Limb Anatomy of Bones, Muscles & Nerves of Head & Neck Embryology of Limbs</p> <hr/> <p>Biochemistry: Extracellular Matrix Proteins</p> <hr/> <p>Micro: Normal Flora Micro: Staph Aureus Micro: Bacillus Anthracis Micro: Psudomonas Micro: Mycobacterium Leprae Micro: Bartonella henselae Micro: Dermatophytes Micro: Candida Micro: Measles Micro: Herpes Simplex Virus Micro: HHV-6 Micro: Parvoviruses Micro: Pox viruses</p> <hr/> <p>Physiology of Muscles</p> <hr/> <p>Histology of Muscles Histology of Cartilage Histology of Bones Histology of integumentary</p>	<p>Musculoskeletal 1</p>
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<p>Anatomy of Body Lymphatics Anatomy of Thoracic Duct Anatomy of Tonsils Anatomy of Spleen Biochemistry of Hemoproteins Biochemistry of Hemoprotein Metabolism Micro: General Immunology Micro: Overview of immune system Micro: Innate Immunity & Antigens Micro: T cell Mediated immunity and cytokines Micro: The Humoral Immune Response & complement Micro: Acquired immunity Micro: Immunity to microbes Mirco: Hypersensitivity Mirco: Transplantation Mirco: Tolerance and autoimmunity Mirco: Immunodeficiency Mirco: Brucella Mirco: Borrelia Mirco: Retrovirus Mirco: Enbstein Barr Virus</p> <hr/> <p>Physiology: Blood</p> <hr/> <p>Histology: Blood Histology: Lymphatic & Reticuloendothelial system</p> <hr/> <p>Pharma: Immune-pharmacology Pharma: Blood / blood forming organs Pharma: GIT Vitamins and food supplements</p> <hr/> <p>Pathology: Blood & Lymphoreticular</p> <hr/> <p>Parasitology : Blood, Lymphatics & Immunology</p>	<p>Hemopoetic & Immunity</p>
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<p>Anatomy of Heart & Pericardium Anatomy of Great Vessels of Limbs Anatomy of Vessles of Thorax Anatomy of Vessles of Abdomen & Pelvis Anatomy of Vessels of Head and Neck Embryology of CVS Biochemistry of Cholesterol & Lipoprotein Metabolsim</p> <hr/> <p>Micro: Strept viridians Micro: Chlamydia Micro: Enfocarditis Micro: Bacteremia Micro: Toxemia Micro: Septicemia Micro: Fungemia</p> <p>Physiology: CVS Histology: Wall of heart & Vascular</p> <hr/> <p>Pharma: Cardiovascular pharmacology</p> <hr/> <p>Patholohy of heart and blood vessels</p>	<p>Cardiovascular</p>
<p>Anatomy of Lung & Pleura Anatomy of Mediastinum Anatomy of Nose & Air Sinuses Anatomy of Larynx Anatomy of Tracgea & Bronchi Embryology of Respiratory Tract</p> <hr/> <p>Mirco: Normal Flora Mirco: Airborne & Droplet Precautions Mirco: Strept Pyogenes Mirco: Strept Pneumoniae Mirco: Corynebacterium Diphteria Mirco: Klebsiella Mirco: Bioterrorism Mirco: Tersinia pestis Mirco: Acinetobacter Mirco: Haemophilis Mirco: Bordetelle Mirco: Legionella Mirco: Mycobact Tuberculosis Mirco: Non-Tuberculous Mycobacteria Mirco: Mycoplasma Pneum Mirco: Chlamydia Pneum Mirco: Chalmydia Psittaei Mirco: Coxiella Mirco: Candida Mirco: Histoplasma Mirco: Asregillus Mirco: Pneumocystis Mirco: Orthomyxoviruses Mirco: Resp syncytial virus Mirco: Metapneumovirus Mirco: Coronavirus Mirco: Rhinovirus Mirco: Adenovirus</p> <hr/> <p>Physiology: Respiratory</p> <hr/> <p>Histology: Respiratory</p> <hr/> <p>Pharma: Respiration</p> <hr/> <p>Pathology of respiratory tract</p> <hr/> <p>Parasitology: Respiratory</p>	<p>Respiratory</p>
<p>Anatomy of Thoracic wall Anatomy of Ant. Abdominal Wall Anatomy of Post. Abdominal Wall Anatomy of Diaphragm Anatomy of Pelvic Muscles</p> <hr/> <p>Pharma: Skeletal muscle relaxants</p> <hr/> <p>Parasitology :Musculoskeletal & Integumentary</p>	<p>Musculoskeletal 2</p>



<p>Neuroanatomy, Anatomy of Cranial Cavity & Cranial Nerves Anatomy of EYE Anatomy of EAR Embryology of CNS</p> <hr/> <p>Biochemistry of Signal Transduction</p> <p>Mirco: Strept Agalactiae Mirco: Neisseria Memengitides Mirco: Listeria Monocytogens Mirco: Haemophilus Influenzae Mirco: Hemophilus aegypticus Mirco: Clostr Tetani Mirco: Clostr Botulinum Mirco: Chlamydia trachomatis Mirco: Candida Mirco: Cryptococcus Mirco: Coccidiodes Mirco: Rabies Mirco: Polio Virus Mirco: Coxachie virus Mirco: Herpes Simplex virus Mirco: Prions and Slow viruses</p> <hr/> <p>Physiology: Sensory Physiology: Motor Physiology: Special Senses</p> <hr/> <p>Histology: pathways Histology: tracts Histology: Spinal cord Histology: Brain stem Histology: cerebellum Histology: cerebrum brain barriers Histology: Eye & Ear</p> <hr/> <p>Pharma: Ocular pharmacology Pharma: Psycho-neuro-pharmacology</p> <hr/> <p>Pathology: Peripheral & Central Nervous systems</p> <hr/> <p>Parasitology: CNS</p>	Neuroscience 2
<p>Anatomy of Pituitary Gland Anatomy of Thyroid & Parathyroid Anatomy of Suprarenal Gland Anatomy of Pancreas Embryology of Endocrine Glands</p> <hr/> <p>Biochemistry of Diabetes</p> <hr/> <p>Physiology: Endocrine</p> <hr/> <p>Histology: Endocrine part of pancreas Histology: Suprarenal Histology: thyroid & parathyroid Histology: pituitary & pineal body & APUD cells</p> <hr/> <p>Pharma: Autacoid and their modulators Pharma: Hormones and antagonists</p> <hr/> <p>Pathology of Endocrine system</p>	Endocrine
<p>Anatomy of Female Genital System Embryology of Female Genital System</p> <hr/> <p>Mirco: Neisseria Gonorrhoea Mirco: Haemophiuls ducreyii Mirco: Gardnerella Vaginalis Mirco: Treponemia Pallidum Mirco: Chlamydia Trachomatis Mirco: Ureaplasma Urrealyticum</p> <hr/> <p>Physiology: Reproduction</p> <hr/> <p>Histology: Female genital System</p> <hr/> <p>Pathology of Female genital & Breast</p>	Reproduction

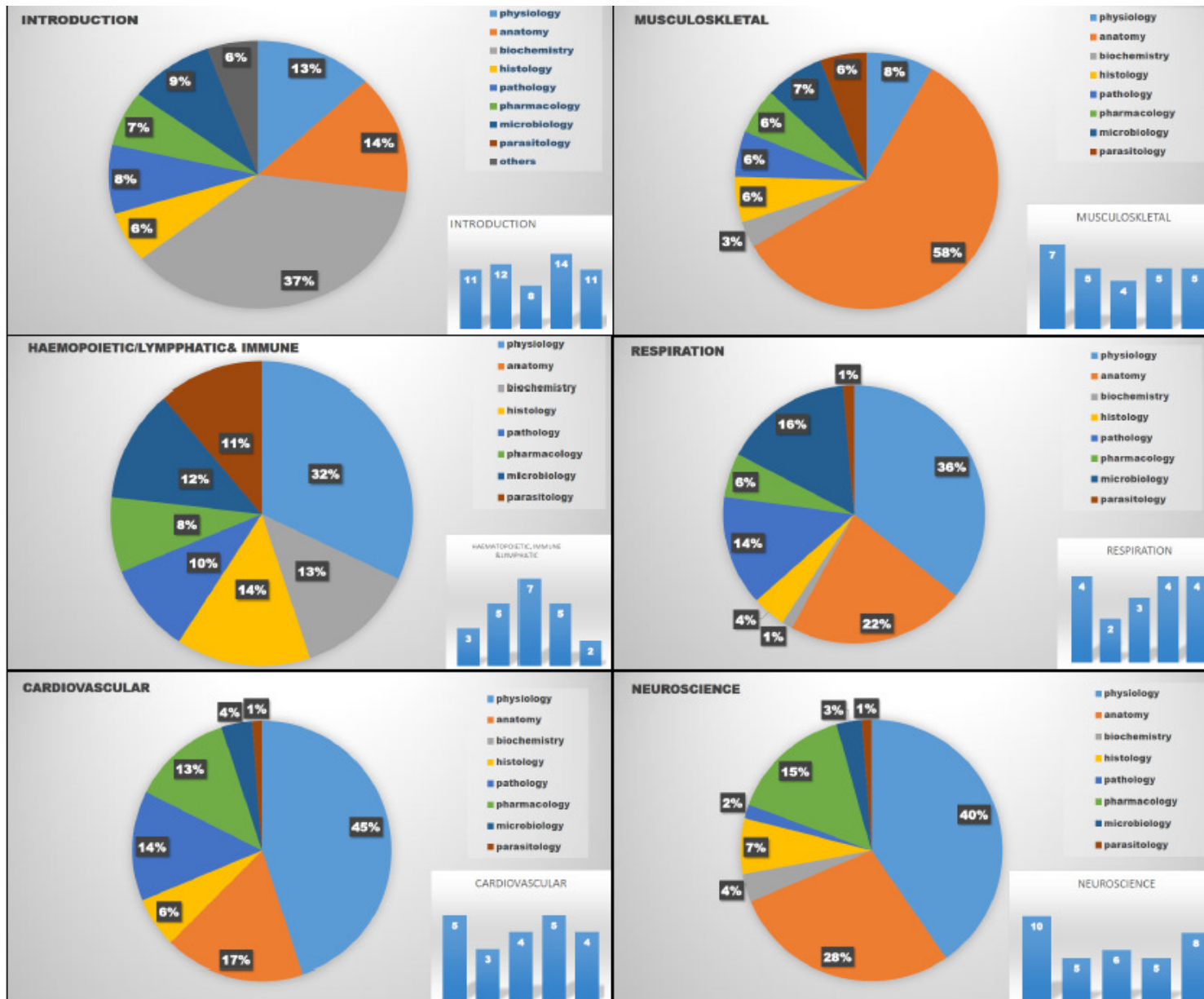


<p>Anatomy of Oral Cavity & Salivary Glands Anatomy of Pharynx, Oesophagus, GIT, Liver & Biliary Systems Embryology of GIT</p> <hr/> <p>Biochemistry of Digestion & Absorption Biochemistry of Liver Metabolism & Fatty Liver</p> <p>Mirco: Normal Flora Mirco: Staph Mirco: Bacillus erues Mirco: Clostr Difficile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



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





Coordinators & Block 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 – Rheumatology
Hemopoietic	Histology	Anat - Phy – Bio – Path – Pharm – Micro – Para – Medicine – Pediatrics – Rheumatology
Endocrine	Physiology	Anat - Bio – Hist – Path – Pharm – Medicine – Surgery
Cardiovascular	Physiology	Anat – Bio – Hist – Path – Pharm - Micro – 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



Kasr Al Ainy Integrated Program - Faculty of Medicine – Cairo University

الوحدة الدراسية	المنسق	لجنة الكتابة
Introduction to Biomedical Sciences	اد حنان حسنى - كيمياء حيوية	اد هدى يوسف - فسيولوجي اد حنان مبارك - فسيولوجي
Introduction to Human Body	اد نجلاء سلامة - هستولوجي	اد ايناس احمد - تشريح اد دينا حلمي - هستولوجي اد ميرا فاروقى - هستولوجي
Mechanism of Disease and Drug Therapy	اد جينا أسعد - باثولوجي	اد دعاء عبد الغفار - ميكروبيولوجي اد عبير محبوب - طفلييات اد عصام فؤاد - فارماكولوجي اد لمياء منكور - ميكروبيولوجي
Musculoskeletal 1 + 2	اد شريف زكى - تشريح	اد امينة الانصارى - كيمياء حيوية اد أماني شفيق - فارماكولوجي اد ايمان رافت - طفلييات bones & cartilage اد دينا رضوان - هستولوجي muscles اد سحر عزت - هستولوجي اد سناء محمد مرسى - فسيولوجي اد سادى ايليا - باثولوجي اد علاء رضا - ميكروبيولوجي اد محمد امام - باثولوجي اد مها قطب - ميكروبيولوجي اد احمد حازم عبد العظيم - عظام اد طارق سعيد - جراحة اد هبة احمد كمال - اشعة اد ايمان مختار - روماتيزم



<p>lymphatic - اد داليا فتحى هستولوجى</p> <p>اد أميمة خورشيد - فارماكولوجى اد أيمن ابو العنين - تشريح blood اد رحمة كمال - هستولوجى اد رشا خيرى - بائولوجى اد سارة السيد - بائولوجى اد ساندرا يوتان - فسيولوجى اد منال شلتوت - كيمياء حيوية اد نادية مننى - ميكروبيولوجى اد ناردين زكا - طقليات اد نهى جوهر - ميكروبيولوجى اد همت خلوصى - فسيولوجى اد رقية عبد العزيز - باطنة اد الهام يسرى - اطفال اد نرمين مفتاح - اطفال</p>	<p>اد جيهان ابو الفتوح - هستولوجى</p>	<p>Hematopoeitic & Immunity</p>
<p>اد احمد جائل - تشريح اد سحر عيد الحميد - بائولوجى اد عصام فؤاد - فارماكولوجى اد مئة عبد الدايم - هستولوجى اد ياسر نصار - كيمياء حيوية اد طه عزوز - كيمياء حيوية اد عمرو المليجى - باطنة</p>	<p>اد ماجد هارون - فسيولوجى</p>	<p>Endocrine</p>



<p>اد دعاء مهدي - ميكروبيولوجي اد رانيا محمد - باثولوجي اد شريف فهمي - تشريح اد نجوى عبد الوهاب - هستولوجي اد هشام محمد محمود - فارماكولوجي اد ياسمين فتحى - باثولوجي اد ايمان عبية - كيمياء حيوية</p> <hr/> <p>اد طارق صلاح - جراحة قلب و صدر اد عمرو المليجي - باطنة اد هشام مصطفى - جراحة</p>	<p>اد هاني محمد جمال - فسيولوجي اد عبد المنعم ابراهيم - فسيولوجي</p>	<p>Cardiovascular</p>
<p>اد داليا عبد الكريم - باثولوجي اد شريف فهمي - تشريح اد صافيناز صلاح الدين - هستولوجي اد ليلي السيد - فسيولوجي اد منى عثمان - فارماكولوجي اد ميران عاطف - باثولوجي اد هناء فضل - طفليات</p> <hr/> <p>اد هبة مصطفى - باطنة</p>	<p>اد ايمان الصعيدي - ميكروبيولوجي اد ايمان والي - ميكروبيولوجي</p>	<p>Respiratory</p>
<p>اد دينا عمر - باثولوجي اد زينب عيد العظيم - باثولوجي اد مروة صلاح - ميكروبيولوجي اد ناهد صلاح الدين - فسيولوجي اد نهى عفيفي - هستولوجي اد هانيا عمار - فسيولوجي اد هند شفيق - هستولوجي اد هيام عطيه - فارماكولوجي اد ولاء سيد - تشريح اد ياسمين سامي - ميكروبيولوجي اد ألفت شاكر - كيمياء حيوية</p> <hr/> <p>اد احمد حسين - جراحة اد رقية عبد العزيز - باطنة</p>	<p>اد سمر سيد عطيه - طفليات</p>	<p>GIT & Liver</p>



<p>اد ابراهيم محمدى - فيسيولوجى اد احمد نعيم - بائولوجى اد أشرف سرور - ميكروبيولوجى Genital اد أمل مصطفى - هستولوجى اد عبير فؤاد - هستولوجى اد حسام يحيى - تشريح Urinary اد سحر عزت - هستولوجى اد عمرو ماهر - فارماكولوجى اد منى الشربيني - طفيليات اد وائل مصطفى - بائولوجى</p> <hr/> <p>اد طه عبد الناصر محمد - ذكورة اد عمرو المليجي - باطنة اد احمد السنوفى - مسالك</p>	<p>اد سامية جبل - بائولوجى</p>	<p>Urogenital</p>
<p>اد أمل مصطفى - هستولوجى اد حسام يحيى - تشريح اد دينا رضوان - هستولوجى اد دينا فوزى - بائولوجى اد سميرة عبد اللطيف - بائولوجى اد محمد محمود - فارماكولوجى اد نهى جوهر - ميكروبيولوجى</p> <hr/> <p>اد الفت نوح - نساء اد حسام الدين حسنى - ذكورة اد محمد عباس عيد - ذكورة</p>	<p>اد ماجدة الحمزاوى - فيسيولوجى ♀ اد حسن عيسى - فيسيولوجى ♂</p>	<p>Reproduction</p>
<p>اد رانيا زايد - بائولوجيا اكلينيكية اد هبة الياز - بائولوجيا اكلينيكية اد يسرية صبرى - أشعة اد سامى الصيرفى - اورام</p>	<p>اد هالة كحلة - باطنة</p>	<p>Investigative Medicine</p>
<p>اد منى اللاوندى - الصحة العامة اد مها موافى - طب الاسرة اد نادين علاء شريف - نساء</p>	<p>اد هبة مصطفى - باطنة</p>	<p>Family Medicine</p>
<p>اد رقية عبد العزيز - باطنة اد سامى الصيرفى - اورام</p>	<p>اد اماني عزت عياد - تخدير</p>	<p>Palliation and Oncology</p>



<p>اد إيمان صادق - هستولوجي اد إيهاب عبد العزيز - تشريح اد سهى على - فارماكولوجي اد ماري عطية - هستولوجي اد منى صلاح الدين - باثولوجي اد هدي يوسف - فسيولوجي</p> <hr/> <p>اد هبة مصطفى - باطنة</p>	<p>اد هشام عطية - فارماكولوجي</p>	<p>Neuroscience 1</p>
<p>اد إيمان صادق - هستولوجي اد ريهام فهمي - ميكروبيولوجي اد عبير الحنتلي - طفيليات اد عقاب عثمان - فارماكولوجي اد ليني عمر - باثولوجي اد مها بليغ - هستولوجي Special Senses اد مها جمال الدين - فسيولوجي Sensory اد مها صبرى - فسيولوجي Motor اد نجاة يوتان - فسيولوجي Sensory اد هبة شوقي - فسيولوجي</p> <hr/> <p>اد أحمد عمرو - جراحة اعصاب اد هبة مصطفى - باطنة</p>	<p>اد إيهاب عبد العزيز - تشريح</p>	<p>Neuroscience 2</p>



Specifications Template

Coordinator Committee Workshops

13-2-2018

12-3-2018

Specifications



Kasr Al Ainy Integrated Program - Faculty of Medicine – Cairo University



System-Based Block Specifications

Block title:

Code:

Departments:

Sharing Departments	Percentage
1-	
2-	
3-	
4-	

Academic year:

Semester:

Date of specification approval:

A- Basic information:

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

B- Professional information:

1- Overall aim of the block:

.

2- Competency areas covered:

.

Specifications



Kasr Al Ainy Integrated Program - Faculty of Medicine – Cairo University



3- intended learning outcomes (ILOs):

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

4- Block content, contact hours and educational strategies:

Topic	Contact Hours	Lectures (hrs)	Practical / Clinical (hrs)	Tutorial / Small Group Discussion (hrs)	PBL / TBL (hrs)	Total Contact Hours	% of Total Contact Hours
Total							

Block contents

Lectures:

- . Topic 1
- . Topic 2

Practical / Clinical Sessions

- . Topic 1
- . Topic 2

Tutorial / Small Group Discussion

- . Topic 1
- . Topic 2

Specifications



Kasr Al Ainy Integrated Program - Faculty of Medicine - Cairo University



Problem Based and Team Based Learning (PBL / TBL)

- . Topic 1
- . Topic 2

5- Teaching & learning methods

Lectures: Groups / Numbers / Frequency / Duration

Tutorials / Small Group Discussion: Groups / Numbers / Frequency / Duration

PBL / TBL: Groups / Numbers / Frequency / Duration

Time Plan

Topics	Time Schedule	Time Schedule	Total Hours
Lectures	1 hour each / 3 per week	3 Hours / week (no of week)	--
Practical/Clinical			
Tutorial / SGT			
PBL / TBL			
Assignments			
Revision, Training & Exams			
Total			

6- Assessment plan and blueprint

6-A) Attendance Criteria

6-B) Assessment Tools

6-C) Time Schedule

6-D) Grading System

Topics	Allocated Marks	Written Examination		Practical/ Clinical Exam		Assignments and Activities
		End of block	End of Year	End of block	End of Year	
Total						

Specifications



Kasr Al Ainy Integrated Program - Faculty of Medicine – Cairo University



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:



Case Scenarios

64 Case Scenarios Prepared for system based modules:



<p>Introduction to Disease mechanisms</p> <ul style="list-style-type: none"> • Lung cancer • Compound fracture • Tonsillitis • Abscess • Amyloidosis 	<p>Musculoskeletal</p> <ul style="list-style-type: none"> • 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 imperfecta • Familial periodic paralysis • Gas Gangrene • Myiasis 	<p>Hematopoietic system, immunity & Defense Mechanisms</p> <ul style="list-style-type: none"> • Macrocytic anemia • G6PD deficiency • Sickle cell anemia • Malaria • Toxoplasmosis
<p>Digestive & Hepatobiliary system</p> <ul style="list-style-type: none"> • Peptic ulcer • Appendicitis • Submandibular duct stone • Portal HTN • Obstructive jaundice • Hepatic hydatid cyst • Peptic Ulcer • Viral Hepatitis • Giardiasis • Cryptosporidiosis • visceral leishmaniasis • Amoebiasis 	<p>Endocrine System</p> <ul style="list-style-type: none"> • Acromegaly • Thyrotoxicosis • Osteoporosis • Tetany • Sheehan's syndrome • Cushing syndrome • DKA • Hyperthyroidism • DM • Short stature 	<p>Neuroscience II (CNS & Special Senses)</p> <ul style="list-style-type: none"> • Intracranial hemorrhage • Trigeminal neuralgia • Hemiplegia • Bell's palsy • Acanthamoeba Encephalitis • Meningitis • Alzheimer disease • Open angle glaucoma • Closed angle glaucoma
<p>Respiratory system</p> <ul style="list-style-type: none"> • Bronchial Asthma • Hemopneumothorax • IRDS 	<p>Cardiovascular system</p> <ul style="list-style-type: none"> • Pheocromocytoma • Pericardial effusion • Angina • shock 	<p>Reproductive system</p> <ul style="list-style-type: none"> • Male infertility • Sexually Transmitted Diseases • Breast malignant tumour <p>Urogenital system</p> <ul style="list-style-type: none"> • Diabetic Nephropathy • Nephrotic syndrome



Clinical Years Case Theme Bundles

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**





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 Medical Professionalism Medical Ethics & Law Communication Skills Early Patient Encounter Medical Research & EBM	History of Medicine in Egypt Sociology Art & Design Photography Health Economics Human Resources Computer Programming Information Technology Medical Statistics Hospital Management Quality Control Narrative Medicine	Anesthesiology Breast Cardiac Surgery Critical Care Diabetes Genetics Geriatric Medicine Head & Neck Surgery Infertility Interventional Radiology Neurosurgery Oncology Ophthalmology Organ Transplantation Otorhinolaryngology Pediatric Cardiology Pediatric Surgery Plastic Surgery Radiology Sports Medicine Traumatology Urology Vascular Surgery	Arabic English French German



Teaching, Learning & Assessment



Fourth Edition

A Practical Guide for **MEDICAL TEACHERS**

Edited by

John A. Dent • Ronald M. Harden

Foreword by Brian D. Hodges

medicine **Patient** Amode 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.

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.

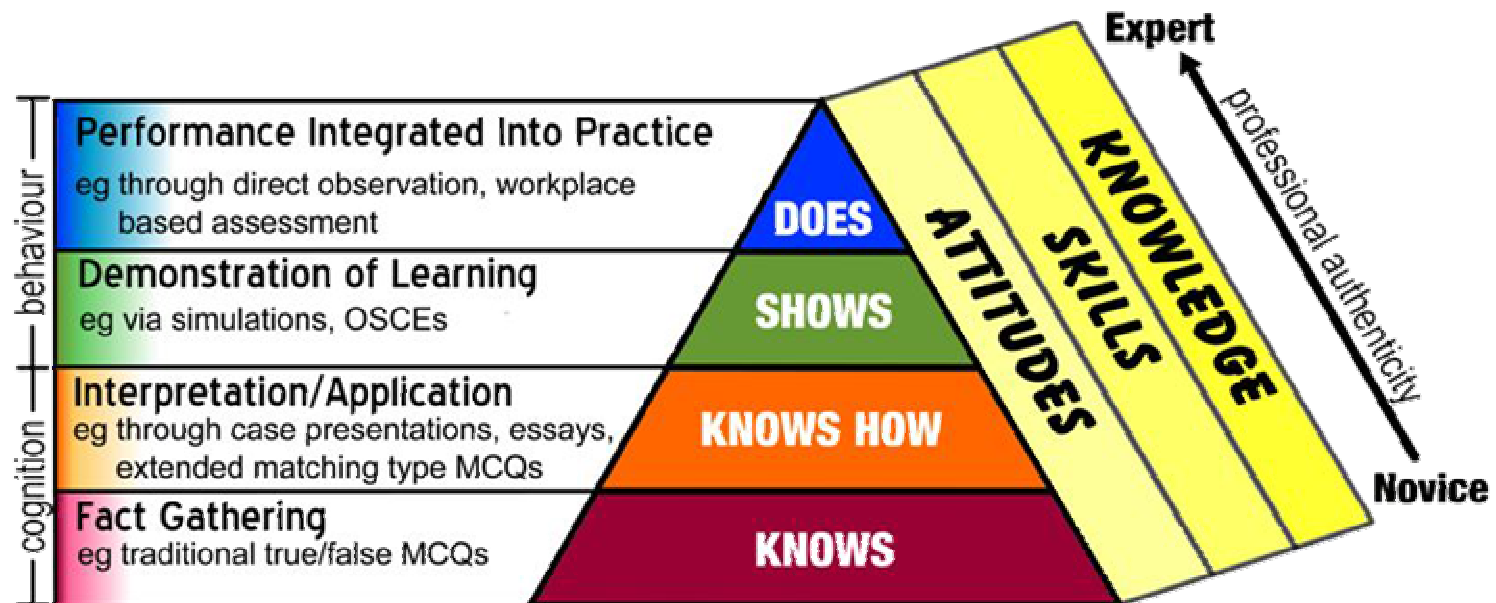
Dent & Harden (2013)



Assessment

MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



Based on work by Miller GE. *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9): 63-67
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

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 multiple-choice 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 and a limited number of questions
- **Script concordance test questions:** ill-defined problems and method called aggregate scoring. A clinical scenario in which not all data are provided for the solution of the problem is presented.

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.

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 sessions 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
<p>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).</p>	<p>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</p>	<p>Audiovisual materials Case based learning Computer assisted learning E-learning Practical lab Seminars</p>	<p>Written Short answer questions MCQs Performance Practical exam OSCE/OSPE</p>
<p>1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.</p>	<p>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</p>	<p>Lectures Tutorials Case based learning Small group teaching Team based learning</p>	<p>Performance Mini Clinical Evaluation Exercise (Mini-CEX) OSCE Written MCQs</p>
<p>1.11. Perform diagnostic and intervention procedures² in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.</p>	<p>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</p>	<p>Audiovisual materials Simulated based teaching Lectures Practical lab Small group teaching Tutorials</p>	<p>Performance Direct Observation of procedural skills (DOPS) Written MCQs True and false</p>

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)



Progress on National Level
&
Coordination with other Universities



SCU's National Workshop 20-1-2018





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

Review of National Curricula



	Cairo (Beni Suef & Fagoum)	Monofeya	Delta Curriculum Mansoura/Banha/K.Shaikh/Domiat	Upper Egypt Curriculum Assiut/Aswan/Menia/Sohag	Ain Shams	Alexandria
	B 2.5 / C 2.5	B 2.5 / C 2.5	B 2.5 / C 2.5	B 2.5 / C 2.5	B 3 / C 2	B 2 / C 3
Foundation	16	16	16	15 16	15	8 4
Blood	5	6	4	3	6	3
Musculoskeletal	8 4	4 6	4	5	9	7
CVS	7	8	4	5	6	6
Respiratory	5	6	4	3	9	
Neuro 1	5	5	4	8	11	6
Neuro 2	8	6				
Nutrition & Metabolism			4			
GIT	8	7	4	5	9	6
Endocrine	5	5	4	5	4	6
Urogenital	5	4	4	4	7	
Reproductive	3	5	4	3		
Ophthalmology	6	6	6	4	4	3
ENT	6	3	4	4	4	3
Forensic & Tox	6	6	4	4	4	2 tox
Community Med	6 without research	5	12	Vertical	Vertical	8
Pediatrics	10	8 (1 & 2)	12	10	6	8
OB/GYN	10	8 (1 & 2)	12	10	6	8
Medicine 1 & 2	25	16 (Divided)	22	24	16	28
Psychiatry	2	3	4			4
Dermatology			4			
Behavioral	2					
Family Medicine	1	4 (2 & 1 & 1)	6	4	3	6
Surgery 1 & 2	25	15 (Divided)	22	28	16	18
Palliative & Oncology	1	1				
Emergency		3			4	2
Investigative Medicine	1	2	2			



Time Table

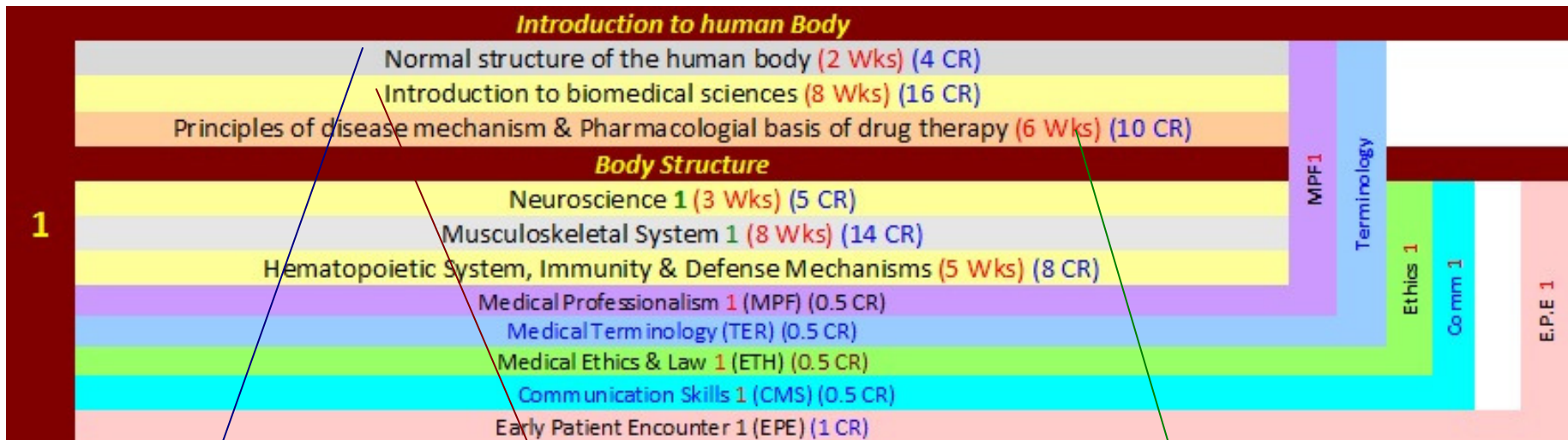


Time Table

Year	Semester	Starts	Ends	Duration	Working Days	Exam Prep	Total	Daily Hours	Weekly Hours
1	Semester I	Sep 15 th -21 st	Jan 12 th -18 th	16 Wks	80 days	8 days	120 days	480/80= 6.0 Hrs	30 Hrs
	Semester II	Jan 27 th - Feb 2 nd	May 27 th – Jun 1 st	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
2	Semester III	Sep 15 th -21 st	Jan 12 th -18 th	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
	Semester IV	Jan 27 th - Feb 2 nd	May 27 th – Jun 1 st	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
3	Semester V	Sep 15 th -21 st	Jan 12 th -18 th	16 Wks	80 days	8 days	120 days	450/80= 5.6 Hrs	28 Hrs
	Semester VI	Jan 27 th - Feb 2 nd	Jun 2 nd -7 th	18 Wks	87 days	3 days	126 days	450/87= 5.2 Hrs	26 Hrs
4	Semester VII	Sep1 st	Jan 18 th	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs
	Semester VIII	Feb 2 nd	Jun 21 st	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs
5	Semester IX	Sep1 st	Jan 18 th	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs
	Semester X	Feb 2 nd	Jun 21 st	20 Wks	94 days	6 days	140 days	450/94= 4.8 Hrs	24 Hrs



Final Program Map



	Code	Credit Points	Duration	Total Hours	Contact	Non-Contact	Marks
Introduction to human body and mechanism of disease		30	16 Wks	750	480	270	
Normal structure of the human body	INT-101	4	10	100	60	40	80
Introduction to biomedical sciences	INT-102	16		400	240	160	320
Principles of disease mechanism & drug therapy	INT-103	10	6	250	180	70	200
Body Structure		30	16 Wks	750	450	300	
Neuroscience I	NEU-101	5	3	125	75	50	100
	MSK-101	14	8	350	210	140	280
	HEM-101	8	5	200	120	80	160
	MPF-101	0.5	-	12	7	5	10
					7	5	10
					8	5	10
					8	5	10
					15	10	20

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



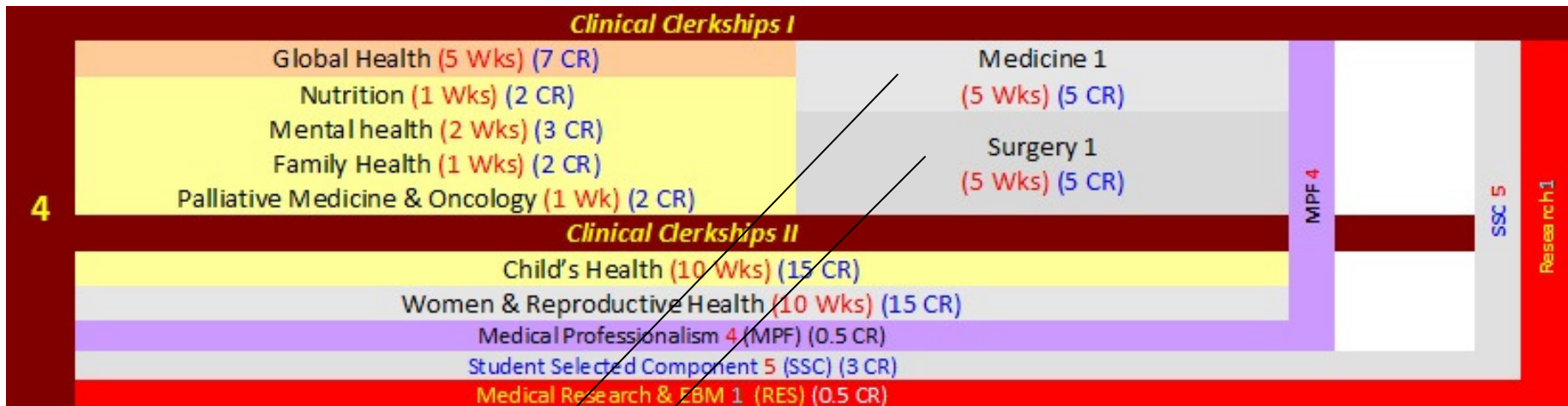
2	Life support						
	Cardiovascular System (7 Wks) (12 CR)						
	Respiratory System (5 Wks) (8 CR)						
	Musculoskeletal System 2 (4 Wks) (5 CR)						
	Medical Ethics & Law 1 (ETH) (0.5 CR)					Ethics 2	
	Communication Skills 2 (CMS) (0.5 CR)					Comm 2	
	Student Selected Component 1 (SSC) (3 CR)						SSC 1
	Early Patient Encounter 2 (EPE) (1 CR)						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)					MPF 2	
	Student Selected Component 2 (SSC) (3 CR)						SSC 2
Early Patient Encounter 3 (EPE) (1.5 CR)						E.P.E 3	

		Code	Credit Points	Duration	Total Hours	Contact	Non-Contact	Marks
YEAR 2	Life support		30	16 Wks	750	450	300	
	Cardiovascular System	CVS-201	12	7	300	180	120	240
	Musculoskeletal & Integumentary systems II	MSK-202	5	4	125	75	50	100
	Respiratory System	RSP-201	8	5	200	120	80	160
	Medical Ethics & Law 2	ETH-302	0.5	-	13	8	5	10
	Communication Skills 2	CMS-302	0.5	-	12	7	5	10
	Student Selected Component	SSC	3	-	75	45	30	
	Early Patient Encounter 2	EPE-202	1	-	25	15	10	20
	Internal environment		30	16 Wks	750	450	300	
	Neuroscience II	NEU-202	13	8	325	195	130	260
	Endocrine System	END-201	7	5	175	105	70	140
	Reproductive System	RPR-201	5	3	125	75	50	100
	Medical Professionalism 2	MPF-203	0.5	-	12	7	5	10
	Student Selected Component	SSC	3	-	75	45	30	
Early Patient Encounter 3	EPE-203	1.5	-	38	23	15	30	



3	Life maintenance			SSC 3	E.P.E 4	
	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)					
	Transition to clinical practice			MPF 3	Ethics 3	SSC 4
	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)						

		Code	Credit Points	Duration	Total Hours	Contact	Non-Contact	Marks	
YEAR 3	Life maintenance		30	16 Wks	750	450	300		
	Digestive System & Liver	GIT-301	13	8	325	195	130	260	
	Urogenital System	URG-301	9	5	225	135	90	180	
	Cognitive & Behavioral principles	BHV-301	2	2	50	30	20	40	
	Investigative medicine	INV-301	2	1	50	30	20	40	
	Student Selected Component	SSC	3	-	75	45	30		
	Early Patient Encounter 4	EPE-304	1	-	25	15	10	20	
	Transition to clinical practice			30	18 Wks	750	450	300	
	Eye Disorders	OPH-301	9	6	225	135	90	180	
	Ear, Nose & Throat	ENT-301	9	6	225	135	90	180	
	Clinical toxicology & Legal Medicine	TOX-301	8	6	200	120	80	160	
	Medical Professionalism 3	MPF-303	0.5	-	12	7	5	10	
	Medical Ethics & Law 3	ETH-303	0.5	-	13	8	5	10	
	Student Selected Component	SSC	3	-	75	45	30		



		Code	Credit Points	Duration	Total Hours	Contact	Non-Contact	Marks
		Clinical Clerkships I						
YEAR 4	Global Health Care	GLB-401	7	5	175	105	70	140
	Nutrition	NTR-401	2	1	50	30	20	40
	Mental health	PSY-401	3	2	75	45	30	60
	Family Health	FML-401	2	1	50	30	20	40
	Palliative Medicine & Oncology	PLL-401	2	1	50	30	20	40
	Basics of Medicine	MED-401	5	5	125	75	50	100
	Basics of Surgery	SUR-401	5	5	125	75	50	100
	Medical Professionalism 4	MPF-404	0.5	-	12	7	5	10
	Student Selected Component	SSC	3	-	75	45	30	
	Medical Research & EBM 1	RES-401	0.5	-	13	8	5	10
	Child's Health	PED-401	15	10	375	225	150	300
	Women's & Reproductive Health	OBG-401	15	10	375	225	150	300

Dermatology & Clinical Pathology

Orthopedics & Urology



Clinical Clerkships III			
5	Medicine II (20 Wks) (29 CR)	Surgery II (20 Wks) (29 CR)	RES 2
	Medical Professionalism 5 (MPF) (0.5 CR)		RES 2
	Medical Research & EBM 2 (RES) (1.5 CR)		RES 2

YEAR 5		Code	Credit Points	Duration	Total Hours	Contact	Non-Contact	Marks	
		Clinical Clerkships II		60	40 Wks	1500	900	600	
		<i>Clerkship of Internal Medicine with clinical rounds at specialties: Emergency, ICU, Endocrinology, nephrology, Hematology; Gastroenterology, Infectious diseases, Dermatology, Cardiology, Chest, Neurology, Rheumatology & Geriatric Medicine</i>	MED-502	29	20	725	435	290	580
		<i>Clerkship of General Surgery with clinical rounds at specialties: Emergency & Burns, Plastic, Vascular & Pediatric Surgery, Orthopedics, Urology, Cardiothoracic, Neurosurgery & Anesthesiology</i>	SUR-502	29	20	725	435	290	580
		Medical Professionalism 5	MPF-505	0.5	-	12	7	5	10
	Medical Research & EBM 2	RES-502	1.5	-	38	23	15	30	



	Code	Credit Points	Duration	Total Hours	Contact	Non-Contact	Marks
Normal structure of the human body	INT-101	4	10	100	60	40	80
Introduction to biomedical sciences	INT-102	16		400	240	160	320
Principles of disease mechanism & drug therapy	INT-103	10	6	250	180	70	200
Cardiovascular System	CVS-207	12	7	300	180	120	240
Digestive System & Liver	DIG-311	13	8	325	195	130	260
Endocrine System	END-209	7	5	175	105	70	140
Hematopoietic system, Immunity & defense mechanisms	HEM-106	8	5	200	120	80	160
Musculoskeletal & Integumentary systems I	MSK-105	14	8	350	210	140	280
Musculoskeletal & Integumentary systems II	MSK-205	5	4	125	75	50	100
Neuroscience I	NEU-104	5	3	125	75	50	100
Neuroscience II	NEU-204	13	8	325	195	130	260
Reproductive System	RPR-210	5	3	125	75	50	100
Respiratory System	RSP-208	8	5	200	120	80	160
Urogenital System	URG-312	9	5	225	135	90	180
Child's Health	PED-424	15	10	375	225	150	300
Clinical toxicology & Legal Medicine	TOX-317	8	6	200	130	70	160
Cognitive & Behavioral principles	PSY-313	2	2	50	30	20	40
Ear, Nose & Throat	ENT-316	9	6	225	135	90	180
Eye Disorders	OPH-315	9	6	225	135	90	180
Family Health	FML-420	2	1	50	30	20	40
Global Health Care	GLB-418	7	5	175	105	70	140
Investigative medicine	INV-314	2	1	50	30	20	40
Medicine 1	MED-422	5	5	125	80	45	100
Medicine 2	MED-522	29	20	725	435	290	580
Mental health	PSY-413	3	2	75	45	30	60
Nutrition	NTR-419	2	1	50	30	20	40
Palliative Medicine & Oncology	PLL-421	2	1	50	30	20	40
Surgery 1	SUR-423	5	5	125	80	45	100
Surgery 2	SUR-523	29	20	725	435	290	580
Women's & Reproductive Health	OBG-425	15	10	375	225	150	300
Early Patient Encounter 1	EPE-130	1	-	25	25	0	20
Early Patient Encounter 2	EPE-231	1	-	25	25	0	20
Early Patient Encounter 3	EPE-232	1	-	25	25	0	20
Early Patient Encounter 4	EPE-333	1	-	25	25	0	20
Medical Research & EBM 1	RES-434	0.5	-	13	8	5	10
Medical Research & EBM 2	RES-534	1.5	-	38	23	15	30
Medical Professionalism 1	MPF-126	0.5	-	12	7	5	10
Communication Skills 1	CMS-129	0.5	-	13	8	5	10
Communication Skills 2	CMS-229	0.5	-	12	7	5	10
Medical Ethics & Law 1	EHT-128	0.5	-	13	8	5	10
Medical Ethics & Law 2	ETH-228	0.5	-	13	8	5	10
Medical Ethics & Law 3	ETH-328	0.5	-	13	8	5	10
Medical Professionalism 2	MPF-226	0.5	-	12	7	5	10
Medical Professionalism 3	MPF-326	0.5	-	12	7	5	10
Medical Professionalism 4	MPF-426	0.5	-	12	7	5	10
Medical Professionalism 5	MPF-526	0.5	-	12	7	5	10
Computer	COM-235	0.5	-	13	8	5	
Medical Terminology	TER-127	0.5	-	12	7	5	
Student Selected Component	SSC	3	-	75	35	40	
Student Selected Component	SSC	3	-	75	35	40	
Student Selected Component	SSC	3	-	75	35	40	
Student Selected Component	SSC	3	-	75	35	40	
Student Selected Component	SSC	3	-	75	35	40	
		300	178	7500	4540	2960	5680



Bylaws



كلية الطب – قصر العيني
جامعة القاهرة

مقترح

اللائحة الدراسية

٢٠١٩/٢٠١٨

Kasr Al Ainy Modular Program

Faculty of Medicine

Cairo University

K.A.M.P

Bylaws Proposal

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: هي لغة التدريس و التقييم بالبرنامج

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

مادة (٦): النقاط المعتمدة

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

٢-٦: مجموع النقاط المعتمدة للعام الدراسي الواحد ستون نقطة و مجموع النقاط المعتمدة لنيل درجة البكالوريوس ٣٠٠ نقطة مغمدة

٣-٦: 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)

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

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

مادة (٧): المراحل التعليمية

تنقسم الدراسة بالكلية الى مرحلتين:

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

٢- **المرحلة الثانية: العلوم الطبية الإكلينيكية و مدتها عامان و نصف (٥ فصول دراسية من السادس الى العاشر) (Semesters: 6-10)** هم النصف الثانى من الفرقة الدراسية الثالثة و الفرقة الرابعة و الفرقة الخامسة و تدرس هذه المواد بطريقة الجولات السريرية (Clinical Rounds) و تتبنى الكلية عدد (١٠٠) حالة أكلينيكية (Core Clinical Cases) تدرس بصورة تكاملية بين الأقسام 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 الأقسام الكاملة المشاركة في تدريس كل حالة



Course	Code الكود	المقرر
Normal structure of the human body	INT-101	مقدمة للجسم البشري
Introduction to biomedical sciences	INT-102	مقدمة للعلوم الطبية
Principles of disease mechanism & drug therapy	INT-103	مقدمة لأساسيات علم الأمراض و العلاج النوائى
Neuroscience 1	NEU-104	الجهاز العصبى ١
Musculoskeletal & Integumentary systems 2	MSK-105	الجهاز الهيكلى العصبلى و الجلد و الأنسجة 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 العصبلى و الجلد و الأنسجة ٢
Cardiovascular System	CVS-207	الجهاز الدورى
Respiratory System	RSP-208	الجهاز التنفسى
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 التلشخيصية
Eye Disorders	OPH-315	طب و جراحة العين
Ear, Nose & Throat	ENT-316	الأنف و الأذن و الحنجرة
Clinical toxicology & Legal Medicine	TOX-317	السموم الأكلينكية و الجوانب القانونية فى 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	البحت الطبى و الطب المبنى على الدليل ١
Medical Research & EBM 2	RES-534	البحت الطبى و الطب المبنى على الدليل ٢
Early Patient Encounter 1	EPE-130	التدريب الأكلينكى المبكر ١
Early Patient Encounter 2	EPE-231	التدريب الأكلينكى المبكر ٢
Early Patient Encounter 3	EPE-232	التدريب الأكلينكى المبكر ٣
Early Patient Encounter 4	EPE-333	التدريب الأكلينكى المبكر ٤
Medical Terminology	TER-127	اللغة الإنلجزية (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 فى خانة المئات و رقم المقرر فى خانتى الأحاد و العشرات



٢-٩: المقررات الاختيارية Student Selected Component

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

محور اللغات	محور العلوم الاتساقية	محور الدراسات الطبية المتعمقة
وزن المقرر ٩ نقاط معتمدة يدرس على ٣ أجزاء كل منهم في فصل دراسي	وزن المقرر ٣ نقاط معتمدة يدرس على فصل دراسي واحد	وزن المقرر ٦ نقاط معتمدة يدرس على جزئين كل منهم في فصل دراسي
مناخ من المرحلة الأولى	مناخ من المرحلة الأولى	مناخ 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-ايبينور)	تاريخ الطب المصري 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	الإشعة التداخلية SSC-017 الإشعة 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 الأنف و الأذن و الحنجرة SSC-029 الأورام SSC-030 التخدير SSC-031 جراحة الأطفال SSC-032 جراحة الرأس و الرقبة SSC-033 الجراحة العامة SSC-034 جراحة العظام SSC-035 جراحة او عية نموية 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 الرياضي SSC-044 طب الطوارئ SSC-045 طب المسنين SSC-046 الطب المهني و البيئي SSC-047 طب و جراحة العين SSC-048 علاج العقم SSC-049 مرض السكر SSC-050 المسالك البولية SSC-051 الوراثة البشرية SSC-052
	مناخ من المرحلة الثانية	
	الإحصاء الطبي المتقدم SSC-014 إدارة المستشفيات SSC-015 معايير الجودة SSC-016	

كود المقرر: ثلاث احرف رمز المقررات الاختيارية متبوعاً برقم المقرر



الباب الثاني
مراحل التعليم

مادة (١٠): مرحلة العلوم الطبية الأساسية

الفرقة الاولى الفصلين الدراسيين الاول والثاني	الكود Code	النقاط المعددة Credit Points	الاسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non- Contact	الدرجات Marks
المجموع		60	32Wks	1500	940	560	1190
Semester 1 – الفصل الدراسي الأول							
مقدمة للجسم البشري	INT-101	4	2	100	60	40	80
مقدمة للعلوم الطبية	INT-102	16	8	400	240	160	320
مقدمة لأساسيات الأمراض و العلاج الدوائي	INT-103	10	6	250	180	70	200
Semester 2 – الفصل الدراسي الثاني							
الجهاز العصبي ١	NEU-104	5	3	125	75	50	100
الجهاز الهيكلي العضلي والجلد و الانسجة ١	MSK-105	14	8	350	210	140	280
الجهاز المناعي 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 الإكلينيكي المبكر ١	EPE-130	1	-	25	25	0	20

الفرقة الثانية الفصلين الدراسيين الثالث و الرابع	الكود Code	النقاط المعددة Credit Points	الاسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non- Contact	الدرجات Marks
المجموع		60	32 Wks	1500	900	600	1070
Semester 3 – الفصل الدراسي الثالث							
الجهاز الدوري	CVS-207	12	7	300	180	120	240
الجهاز الهيكلي العضلي والجلد 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 إختباري	SSC	3	-	75	35	40	-
التدريب الإكلينيكي المبكر ٢	EPE-231	1	-	25	25	0	20
Semester 4 – الفصل الدراسي الرابع							
الجهاز العصبي ٢	NEU-204	13	8	325	195	130	260
جهاز الغدد الصماء	END-209	7	5	175	105	70	140
الجهاز التناسلي	RPR-210	5	3	125	75	50	100
الإحترافية الطبية ٢	MPF-226	0.5	-	12	7	5	10
الكمبيوتر	COM-235	0.5	-	13	8	5	-
مقرر إختباري	SSC	3	-	75	35	40	-
التدريب الإكلينيكي المبكر ٣	EPE-232	1	-	25	25	0	20

الفرقة الثالثة الفصل الدراسي الخامس	الكود Code	النقاط المعددة Credit Points	الاسابيع Weeks	الساعات الكلية Total Hours	ساعات التدريس Contact	جهد حر Non- Contact	الدرجات Marks
المجموع		30	16 Wks	750	450	300	540
Semester 5 – الفصل الدراسي الخامس							
الجهاز الهضمي و الكبد	DIG-311	13	8	325	195	130	260
الجهاز البولي	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 إختباري	SSC	3	-	75	35	40	-
التدريب الإكلينيكي المبكر ٤	EPE-334	1	-	25	25	0	20



الفرقة الثالثة الفصل الدراسي السادس	الكود Code	النقاط المعتدة 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
Semester 6 – الفصل الدراسي السادس							
طب و جراحة العين	OPH-315	9	6	225	135	90	180
الأنف و الأذن و الحنجرة	ENT-316	9	6	225	135	90	180
السموم الأكلينيكية 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 إختباري	SSC	3	-	75	35	40	-

الفرقة الرابعة الفصلين الدراسيين السابع و الثامن	الكود Code	النقاط المعتدة 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
Semester 7 – الفصل الدراسي السابع							
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 الأسرة	FML-420	2	1	50	30	20	40
الطب التطبيقي و الأورام	PLL-421	2	1	50	30	20	40
الأمراض الناطقة 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 إختباري	SSC	3	-	75	35	40	-
البحث الطبي و الطب المبني على الدليل ١	RES-434	0.5	-	13	8	5	10
Semester 8 – الفصل الدراسي الثامن							
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 المعتدة 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
Semester 9 & 10 – الفصلين الدراسيين التاسع و العاشر							
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 الطبي و الطب المبني 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 للطلاب بدخول الامتحان او التقييم النهائي 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

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

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

٣-١٥: 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

١-١٦: لكي ينجح الطالب في اي مقرر يجب ان يحصل على ٦٠% من الدرجة الكلية و ٤٠% من درجة امتحان التحريري
٢-١٦: عند رسوب الطالب يسمح له بإعادة الاختبار في المقررات الى رسب فيها عدد ٣ مرات (الدور الثاني للعام الدراسي و الدوران الاول و الثاني للعام الدراسي التالي) و عند نجاحه فيه يحتسب له فقط درجة النجاح (٦٠%) و يحصل على كامل النقاط المعتمدة المخصصة للمقرر

مادة (١٧): أحكام التقييم

١-١٧: تشكل لجنة الامتحان 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 الاكلينيكية برئاسة رئيس القسم (او المنسق في الوحدات المشتركة) و تكون مهمة هذه اللجان وضع الامتحان النظري من الاسئلة الموضوعية من الاقسام المشاركة في تدريس المقرر بنسب مشاركتها طبقاً لتوصيف المقرر او الوحدة الدراسية و ان يشمل اسئلة من انواع مختلفة لقياس أهداف المنهج و الإعداد للإمتحانات العملية و الامتحانات الدورية و يتم اعتماد هذا التشكيل من مجلس الكلية.

٢-١٧: يتم الاعلان عن جدول الامتحانات الدورية و النهائية في بداية العام الدراسي.

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

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

٥-١٧: يشترط للحصول على شهادة البكالوريوس النجاح في جميع المقررات (الوحدات الدراسية/المواد/الدورات السريرية) الإلزامية و الإختيارية و يحتسب المجموع التراكمي من المقررات (الوحدات الدراسية/المواد/الدورات السريرية) الإلزامية فقط و يرتب جميع طلاب الكلية (طلاب الدفعة الأساسية و دفعة طلاب البرنامج المتكامل إيكاً) حسب مجموعهم التراكمي عند التخرج و عند التقدم لشغل وظائف المعيد و الاطباء المقيمين بالكلية



الباب الخامس أحكام عامة

مادة (٢٦): بدء العمل بهذه اللائحة:

تطبق هذه اللائحة على جميع الطلاب الجدد الملتحقين بالفرقة الأولى للكلية بدءاً من العام الدراسي ٢٠١٨-٢٠١٩ سواء طلاب النظام العادي أو طلاب البرنامج المتكامل بنظام النقاط المعتمدة لدرجة البكالوريوس (إبكا) (IPKA)

مادة (٢٧):

الطلاب الملتحقون بالكلية قبل العام الدراسي ٢٠١٨-٢٠١٩ تطبق عليهم احكام اللائحة السارية عند التحاقهم بالكلية

مادة (٢٨):

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

مادة (٢٩):

يجوز لمجلس الكلية أن يطلب تعديل بعض بنود هذه 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 (٣٠):

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



Bylaws

لا يسمح للطالب بدخول الامتحانات الا اذا استوفى نسبة حضور لا تقل عن ٧٥%.

يحصل الطالب الناجح على كل النقاط المعتمدة المخصصة للوحدة التعليمية او المادة او الدورة السريرية لكي ينجح الطالب يجب ان يحصل علي ٦٠ ٪ من الدرجات النهائية و ٤٠ ٪ في درجات الامتحان النظري

لانتقال من سنة دراسية لأخرى يلزم الطالب الحصول على ٧٥% من النقاط المعتمدة للسنة

لانتقال من مرحلة دراسية لأخرى يلزم الطالب الحصول على ١٠٠% من النقاط المعتمدة للمرحلة

مادة 83- يحسب التقدير العام لنجاح الطالب عن كل فرقة وفقا للتقديرات التي يحصل عليها مع مراعاة ألا يزيد تقديره علي مقبول في المقرر الذي سبق أن رسب فيه أو تغيب عنه بغير عذر مقبول، أما إذا كان قد تغيب بعذر مقبول فيحسب له تقدير النجاح الذي يحصل عليه .



SCHEDULES



First Semester Contents and Schedules

3 Modules

Week 1-10

INT-101 Introduction to human body

INT-102 Introduction to biomedical sciences

Week 11-16

INT-103 Introduction to disease mechanism & drug therapy

Lecture Schedule Weeks 1-10



Week	INT-101/H	INT-101/A	INT-102/B	INT-102/P
1 23/9 to 27/9	INT-101/H Microscopes & Microtechniques INT-101/H Cytology 1 INT-101/H Cytology 2	INT-101/A Basis of Human Anatomy 1 INT-101/A Basis of Human Anatomy 2	INT-102/B Introduction to Nutrition INT-102/B Carbohydrate Chemistry 1 INT-102/B Carbohydrate Chemistry 2 INT-102/B Carbohydrate Chemistry 3 INT-102/B Carbohydrate Chemistry 4 INT-102/B Carbohydrate Chemistry 5 INT-102/B Protein Chemistry 1 INT-102/B Protein Chemistry 2 INT-102/B Protein Chemistry 3 INT-102/B Protein Chemistry 4	INT-102/P Body Compartments INT-102/P Internal Environment & Homeostasis INT-102/P Transport Through Cell Membranes 1 INT-102/P Transport Through Cell Membranes 2
2 30/9 to 4/10	INT-101/H Cytology 3 INT-101/H Cytology 4 INT-101/H Cytology 5	INT-101/A Basis of Human Anatomy 3 INT-101/A Basis of Human Anatomy 4	INT-102/B Protein Chemistry 5 INT-102/B Protein Chemistry 6 INT-102/B Micronutrient S & Caloric value 1 INT-102/B Micronutrient S & Caloric value 2 INT-102/B Micronutrient S & Caloric value 3 INT-102/B Micronutrient S & Caloric value 4 INT-102/B Enzymes 1 INT-102/B Enzymes 2 INT-102/B Enzymes 3 INT-102/B Enzymes 4	INT-102/P Transport Through Cell Membranes 3 INT-102/P Osmosis INT-102/P Intercellular Communications INT-102/P Regulation of Body Functions
3 7/10 to 11/10	INT-101/H Cytology 6 INT-101/H Cytology 7 INT-101/H Cytology 8	INT-101/A Basis of Human Anatomy 5 INT-101/A Basis of Human Anatomy 6	INT-102/B Bioenergetics 1 INT-102/B Bioenergetics 2 INT-102/B Bioenergetics 3 INT-102/B Bioenergetics 4 INT-102/B Bioenergetics 5 INT-102/B Bioenergetics 6 INT-102/B Carbohydrate Metabolism 1 INT-102/B Carbohydrate Metabolism 2 INT-102/B Carbohydrate Metabolism 3 INT-102/B Carbohydrate Metabolism 4	INT-102/P Neuron Morphology & Functions INT-102/P Strength-duration Curve INT-102/P Resting Membrane Potential INT-102/P Shapes & Phases of Action Potential
4 14/10 to 18/10	INT-101/H C.T. Proper 1 INT-101/H C.T. Proper 2 INT-101/H C.T. Proper 3	INT-101/A Basis of Human Anatomy 7 INT-101/A General Embryology 1	INT-102/B Carbohydrate Metabolism 5 INT-102/B Carbohydrate Metabolism 6 INT-102/B Carbohydrate Metabolism 7 INT-102/B Carbohydrate Metabolism 8 INT-102/B Carbohydrate Metabolism 9 INT-102/B Carbohydrate Metabolism 10 INT-102/B Lipid Metabolism 1 INT-102/B Lipid Metabolism 2 INT-102/B Lipid Metabolism 3 INT-102/B Lipid Metabolism 4	INT-102/P Ionic basis of Action Potential INT-102/P Excitability Changes During AP INT-102/P Conduction of Action Potential INT-102/P Local Potentials
5 21/10 to 25/10	INT-101/H C.T. Proper 4 INT-101/H C.T. Proper 5 INT-101/H Epithelium 1	INT-101/A General Embryology 2 INT-101/A General Embryology 3	INT-102/B Lipid Metabolism 5 INT-102/B Lipid Metabolism 6 INT-102/B Lipid Metabolism 7 INT-102/B Lipid Metabolism 8 INT-102/B Lipid Metabolism 9 INT-102/B Lipid Metabolism 10 INT-102/B General Protein Metabolism 1 INT-102/B General Protein Metabolism 2 INT-102/B General Protein Metabolism 3 INT-102/B General Protein Metabolism 4	INT-102/P Factors Affecting Excitability of Nerve INT-102/P Action Potential in Nerve Trunk INT-102/P Metabolic Rate



<p>6 28/10 to 1/11</p>	<p>INT-101/H Epithelium 2 INT-101/H Epithelium 3 INT-101/H Epithelium 4</p>	<p>INT-101/A General Embryology 4 INT-101/A General Embryology 5</p>	<p>INT-102/B General Protein Metabolism 5 INT-102/B General Protein Metabolism 6 INT-102/B Amino Acid Metabolism 1 INT-102/B Amino Acid Metabolism 2 INT-102/B Amino Acid Metabolism 3 INT-102/B Amino Acid Metabolism 4 INT-102/B Amino Acid Metabolism 5 INT-102/B Amino Acid Metabolism 6 INT-102/B Amino Acid Metabolism 7 INT-102/B Amino Acid Metabolism 8</p>	<p>INT-102/P Control of Food Intake INT-102/P Obesity INT-102/P Regulation of Body Temperature 1</p>
<p>7 4/11 to 8/11</p>	<p>INT-101/H Neuron 1 INT-101/H Neuron 2</p>	<p>INT-101/A General Embryology 6 INT-101/A General Embryology 7</p>	<p>INT-102/B Metabolic Integration 1 INT-102/B Metabolic Integration 2 INT-102/B Metabolic Integration 3 INT-102/B Metabolic Integration 4 INT-102/B Vitamins 1 INT-102/B Vitamins 2 INT-102/B Vitamins 3 INT-102/B Vitamins 4 INT-102/B Vitamins 5 INT-102/B Vitamins 6 INT-102/B Nucleotides & Nucleic Acids 1</p>	<p>INT-102/P Regulation of Body Temperature 2 INT-102/P Exercise & Sport Physiology INT-102/P Calculation of Resting Membrane Potential, Transport Across Capillary Wall & Starling Forces</p>
<p>8 11/11 to 15/11</p>	<p>INT-101/H Cytogenetics 1 INT-101/H Cytogenetics 2</p>	<p>INT-101/A General Embryology 8 INT-101/A General Embryology 9</p>	<p>INT-102/B Nucleotides & Nucleic Acids 2 INT-102/B Nucleotides & Nucleic Acids 3 INT-102/B Nucleotides & Nucleic Acids 4 INT-102/B Replication 1 INT-102/B Replication 2 INT-102/B Replication 3 INT-102/B Replication 4 INT-102/B Transcription 1 INT-102/B Transcription 2 INT-102/B Transcription 3 INT-102/B Transcription 4</p>	<p>INT-102/P Compliance of CVS 1 INT-102/P Compliance of CVS 2 INT-102/P Compliance of Resp, GIT & Urinary System 1</p>
<p>9 18/11 to 22/11 Wed 21/11 Vacat.</p>	<p>INT-101/H Cytogenetics 3 INT-101/H Cytogenetics 4</p>	<p>INT-101/A General Embryology 10</p>	<p>INT-102/B Translation 1 INT-102/B Translation 2 INT-102/B Translation 3 INT-102/B Translation 4 INT-102/B Regulation of Gene Expression 1 INT-102/B Regulation of Gene Expression 2 INT-102/B Regulation of Gene Expression 3 INT-102/B Regulation of Gene Expression 4</p>	<p>INT-102/P Compliance of Resp, GIT & Urinary System 2 INT-102/P Poiseuille Law & Vascular Resistance</p>
<p>10 25/11 to 29/11</p>	<p>REVISION, EXAM PREPARATION EXAM 29/11/2018</p>			

Lecture Schedule Weeks 11-16



Week	INT-101/Pth	INT-101/Pharm	INT-102/Para	INT-102/Mic
11 2/12 to 6/12	Introduction to Pathology Cellular response to injury 1 Cellular response to injury 2 Cellular response to injury 3 Intracellular accumulations & depositions 1 Intracellular accumulations & depositions 2 Intracellular accumulations & depositions 3 Inflammation 1	Introduction Passage of drugs across cell membranes	Host Parasite Relationship	Bacterial Structure & Organization Bacterial Growth & physiology Bacterial Genetics Bacterial Variation & Bacterial Viruses
12 9/12 to 13/12	Inflammation 2 Inflammation 3 Inflammation 4 Inflammation 5 Inflammation 6 Healing & Repair 1 Healing & Repair 2 Healing & Repair 3	Pharmacokinetics 1 Pharmacokinetics 2 Pharmacokinetics 3	Classification of Parasites 1 Classification of Parasites 2	Bacterial Pathogenesis & Carrier Antimicrobial Chemotherapy General virology General mycology
13 16/12 to 20/12	Disorders of growth & neoplasia 1 Disorders of growth & neoplasia 2 Disorders of growth & neoplasia 3 Disorders of growth & neoplasia 4 Disorders of growth & neoplasia 5 Disorders of growth & neoplasia 6 Disorders of growth & neoplasia 7	Pharmacokinetics 4 Dosage of Drugs (Posology) Pharmacodynamics 1	Arthropods Mosquitoes and Phlebotomus	Overview of the immune system 1 Overview of the immune system 2 Innate immunity and antigens
14 23/12 to 27/12	Disorders of growth & neoplasia 8 Disorders of growth & neoplasia 9 Hemodynamic disturbances 1 Hemodynamic disturbances 2 Hemodynamic disturbances 3 Hemodynamic disturbances 4 Hemodynamic disturbances 5 Immune Responses & infection 1	Pharmacodynamics 2 Adverse Drug Reactions 1 Adverse Drug Reactions 2	Fleas and Lice	T-cell mediated immunity 1 T-cell mediated immunity 2 Cytokines
15 30/12 to 3/1	Immune Responses & infection 2 Immune Responses & infection 3 Immune Responses & infection 4 Immune Responses & infection 5 Immune Responses & infection 6 Immune Responses & infection 7 Immune Responses & infection 8 Parasitic diseases 1	Factors affecting Action & Dosage 1 Factors affecting Action & Dosage 2 Drug interactions	Ticks, Chigger's Mites and Storage Mites	Humoral immunity 1 Humoral immunity 2 Complement
16 6/1 to 10/1 Mon 7/1 Vacat	Parasitic diseases 2 Environmental, Irradiation and Nutritional disorders Techniques Revision	Pharmacogenetics/ Pharmaco-economics		Classification of acquired immunity Immunity to microbes
EXAM 17-1-2019				

خريطة معامل أقسام العلوم الأساسية - الترم الأول 2018-2019 (أسبوع 1-10)



Day	Time	Phys	Anat	Bio	Hist	Bio SGD	
Saturday	8:00-10:00	IPKA 5+2		IPKA 5+2	IPKA 5+2		
	10:00-12:00	IPKA 5+2		IPKA 5+2	IPKA 5+2		
	12:00-2:00	IPKA 5+2		IPKA 5+2	IPKA 5+2		
	2:00-4:00	IPKA 5+2		IPKA 5+2	IPKA 5+2		
Sunday	8:00-10:00		الثانية	الثانية	الاولى 2+5	الفرقة الثانية	الاولى 2+5
	10:00-12:00		IPKA 2				
	12:00-2:00		الثانية	الثانية	الاولى 2+5		الاولى 2+5
	2:00-4:00						
Monday	8:00-10:00	الفرقة الثانية		الثانية	الاولى 2+5	الاولى 2+5	
	10:00-12:00		IPKA 2				IPKA 5+2
	12:00-2:00		الثانية	الثانية	الفرقة الثانية	الاولى 2+5	الاولى 2+5
	2:00-4:00	الفرقة الثانية	الثانية	الثانية	الفرقة الثانية		
Tuesday	8:00-10:00	الفرقة الثانية			الفرقة الثانية	الفرقة الثانية	
	10:00-12:00	الاولى 2+5	IPKA 2			الاولى 2+5	الاولى 2+5
	12:00-2:00	الاولى 2+5			الفرقة الثانية	الفرقة الثانية	
	2:00-4:00	الاولى 2+5				الاولى 2+5	الاولى 2+5
Wednesday	8:00-10:00	الفرقة الثانية			الاولى 2+5	الفرقة الثانية	الاولى 2+5
	10:00-12:00				IPKA 2		
	12:00-2:00	الفرقة الثانية		الثانية			الاولى 2+5
	2:00-4:00						
Thursday	8:00-10:00	الاولى 2+5	IPKA 2	IPKA 2	الفرقة الثانية	الاولى 2+5	
	10:00-12:00	IPKA 2	IPKA 2		IPKA 2	IPKA 5+2	
	12:00-2:00	IPKA 2	IPKA 2	الفرقة الثانية	IPKA 2		
	2:00-4:00	IPKA 2			IPKA 2	IPKA 2	

خريطة معامل أقسام العلوم الأساسية - الترم الأول 2018-2019 (أسبوع 11-12)



Day	Time	Path Hist	Path Mus	Pharm	Micro	Para
Saturday	8:00-10:00	IPKA 3	IPKA 5+2	IPKA 5+2	IPKA 5+2	IPKA 5+2
	10:00-12:00	IPKA 3	IPKA 5+2	IPKA 5+2	IPKA 5+2	IPKA 5+2
	12:00-2:00	IPKA 5+2	IPKA 5+2	IPKA 3	IPKA 3	IPKA 5+2
	2:00-4:00	IPKA 5+2	IPKA 5+2	IPKA 3	IPKA 3	IPKA 5+2
Sunday	8:00-10:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	10:00-12:00	الاولى 2+5		الاولى 2+5	الاولى 2+5	
	12:00-2:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	2:00-4:00	الاولى 2+5	IPKA 3	الاولى 2+5	الاولى 2+5	
Monday	8:00-10:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	10:00-12:00	الاولى 2+5			الاولى 2+5	الاولى 2+5
	12:00-2:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	2:00-4:00	الاولى 2+5	IPKA 3		الاولى 2+5	الاولى 2+5
Tuesday	8:00-10:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	10:00-12:00		الاولى 2+5	الاولى 2+5	الاولى 2+5	
	12:00-2:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	2:00-4:00		الاولى 2+5	الاولى 2+5	الاولى 2+5	
Wednesday	8:00-10:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	10:00-12:00		الاولى 2+5		الاولى 2+5	الاولى 2+5
	12:00-2:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	2:00-4:00		الاولى 2+5		الاولى 2+5	الاولى 2+5
Thursday	8:00-10:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	10:00-12:00	IPKA 5+2		IPKA 5+2	IPKA 5+2	
	12:00-2:00	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة	الفرقة الثالثة
	2:00-4:00	IPKA 5+2		IPKA 5+2	IPKA 5+2	

خريطة معامل أقسام العلوم الأساسية - الترم الأول 2018-2019 (أسبوع 13-16)



Day	Time	Path Hist	Path Mus	Pharm	Micro	Para
Saturday	8:00-10:00	IPKA 5+2		IPKA 5+2	IPKA 5+2	IPKA 5+2
	10:00-12:00	IPKA 5+2		IPKA 5+2	IPKA 5+2	IPKA 5+2
	12:00-2:00	IPKA 5+2		IPKA 5+2	IPKA 5+2	IPKA 5+2
	2:00-4:00	IPKA 5+2		IPKA 5+2	IPKA 5+2	IPKA 5+2
Sunday	8:00-10:00					
	10:00-12:00	الاولى 2+5	الاولى 2+5	الاولى 2+5	الاولى 2+5	
	12:00-2:00					
	2:00-4:00	الاولى 2+5	الاولى 2+5	الاولى 2+5	الاولى 2+5	
Monday	8:00-10:00					
	10:00-12:00	الاولى 2+5	الاولى 2+5		الاولى 2+5	الاولى 2+5
	12:00-2:00					
	2:00-4:00	الاولى 2+5	الاولى 2+5		الاولى 2+5	الاولى 2+5
Tuesday	8:00-10:00		IPKA 5+2			
	10:00-12:00	الاولى 2+5	الاولى 2+5	الاولى 2+5	الاولى 2+5	
	12:00-2:00					
	2:00-4:00	الاولى 2+5	الاولى 2+5	الاولى 2+5	الاولى 2+5	
Wednesday	8:00-10:00		IPKA 5+2			
	10:00-12:00	الاولى 2+5	الاولى 2+5		الاولى 2+5	الاولى 2+5
	12:00-2:00					
	2:00-4:00	الاولى 2+5	الاولى 2+5		الاولى 2+5	الاولى 2+5
Thursday	8:00-10:00	IPKA 5+2	IPKA 5+2		IPKA 5+2	
	10:00-12:00	IPKA 5+2	IPKA 5+2		IPKA 5+2	
	12:00-2:00	IPKA 5+2	IPKA 5+2		IPKA 5+2	
	2:00-4:00	IPKA 5+2	IPKA 5+2		IPKA 5+2	

خريطة محاضرات الفرقة الاولى للنظام الأساسي و البرنامج المتكامل (أسبوع 10-1)



MAINSTREAM FIRST GRADE Weeks 1-10						IPKA First Grade Week 1-10	
Day	Time	A	B	Time	C	D	
SUN	8:00-9:00	Lect: INT-101/H (Hall A)					OFF
	9:00-10:00	Lect: INT-102/B (Hall A)					
	10:00-11:00	Lect: INT-102/B (Hall A)					
	11:00-12:00	Lect: INT-101/A (Hall A)		11:00-12:00	Lect: INT-101/H (Hall 6)		
				12:00-1:00	Lect: INT-101/B (Hall A)		
				1:00-2:00	Lect: INT-102/B (Hall A)		
				2:00-3:00	Lect: INT-101/A (Hall A)		
MON				8:00-9:00	Lect: INT-102/P (Hall A)		
				9:00-10:00	Lect: INT-102/B (Hall A)	9:00-10:00	INT-101 His Lecture (CH-3) [Weeks 1-6]
				10:00-11:00	Lect: INT-101/H (Hall A)	10:00-11:00	INT-101 Ana Lecture (CH-3)
	11:00-12:00	Lect: INT-102/P (Hall 6)		11:00-12:00	Lect: INT-102/B (Hall A)	11:00-12:00	INT-102 Bio Lecture (CH-3)
	12:00-1:00	Lect: INT-101/H (Hall A)				12:30-1:30	INT-102 Phy Lecture (CH-3)
	1:00-2:00	Lect: INT-102/B (Hall A)				1:30-2:30	INT-102 Bio Lecture (CH-3)
	2:00-3:00	Lect: INT-102/B (Hall A)					
TUE				8:00-9:00	Lect: INT-101/H (Hall A)		
				9:00-10:00	Lect: INT-102/B (Hall A)	9:00-10:00	INT-101 Ana Lecture (CH-3)
				10:00-11:00	Lect: INT-102/P (Hall A)	10:00-11:00	INT-102 Bio Lecture (CH-3)
				11:00-12:00	Lect: INT-102/B (Hall 6)	11:00-12:00	INT-101 His Lecture (CH-3)
	12:30-1:30	Lect: INT-101/H (Hall A)				12:30-1:30	INT-102 Bio Lecture (CH-3)
	1:30-2:30	Lect: INT-102/P (Hall A)				1:30-2:30	INT-102 Bio Lecture (CH-3)
	2:30-3:30	Lect: INT-102/B (Hall A)					
	3:30-4:30	Lect: INT-102/B (Hall A)					
WED	8:00-9:00	Lect: INT-102/B (Hall A)					
	9:00-10:00	Lect: INT-102/P (Hall A)				9:00-10:00	INT-102 Phy Lecture (CH-3)
	10:00-11:00	Lect: INT-102/B (Hall A)				10:00-11:00	INT-102 Bio Lecture (CH-3)
	11:00-12:00	Lect: INT-101/A (Hall 6)		11:00-12:00	Lect: INT-102/B (Hall A)	11:00-12:00	INT-102 Phy Lecture (CH-3)
				12:00-1:00	Lect: INT-102/P (Hall A)		
				1:00-2:00	Lect: INT-102/B (Hall A)	12:30-1:30	INT-102 Bio Lecture (CH-3)
			2:00-3:00	Lect: INT-102/A (Hall A)	1:30-2:30	INT-102 Bio Lecture (CH-3)	
THU				8:00-9:00	Lect: INT-102/B (Hall A)	8:00-9:00	INT-102 Bio Lecture (CH-3)
				9:00-10:00	Lect: INT-102/P (Hall A)	9:00-10:00	INT-101 His Lecture (CH-3)
				10:00-11:00	Lect: INT-102/B (Hall A)		
	11:00-12:00	Lect: INT-102/B (Hall A)					
	12:00-1:00	Lect: INT-102/P (Hall A)				12:30-1:30	INT-102 Phy Lecture (CH-3)
	1:00-2:00	Lect: INT-102/B (Hall A)				1:30-2:30	INT-102 Bio Lecture (CH-3)

First Grade Schedule Weeks 11-16

IPKA First Grade Week 11-12



Day	Time	A	B	C	D
SUN	9:00-10:00	Lect: INT-103/Pharm (Hall A)		Lect: INT-103/Pth (Hall 6)	
	10:00-11:00				
	11:00-12:00				
	12:00-1:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Pharm (Hall 6)	
	1:00-2:00	Lect: INT-103/Mic (Hall A)		Lect: INT-103/Pth (Hall 6)	
MON	9:00-10:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6)	9:00-10:00 INT-103 Path Lecture (CH-3)
	10:00-11:00				10:00-11:00 INT-103 Pharm Lecture (CH-3)
	11:00-12:00				11:00-12:00 INT-103 Micro Lecture (CH-3)
	12:00-1:00	Lect: INT-103/Pharm (Hall A) [Wk 1-5]		Lect: INT-103/Pth (Hall 6)	12:30-1:30 INT-103 Path Lecture (CH-3)
	1:00-2:00	Lect: INT-103/Para (Hall A) [Wk 1-5]		Lect: INT-103/Pth (Hall 6)	1:30-2:30 INT-103 Path Lecture (CH-3)
TUES	8:00-9:00				8:00-9:00 INT-103 Micro Lecture (CH-3)
	9:00-10:00	Lect: INT-103/Mic (Hall A)		Lect: INT-103/Pth (Hall 6)	9:00-10:00 INT-103 Micro Lecture (CH-3)
	10:00-11:00				10:00-11:00 INT-103 Path Lecture (CH-3)
	11:00-12:00				11:30-12:30 INT-103 Pharm Lecture (CH-3)
	12:00-1:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6)	12:30-1:30 INT-103 Path Lecture (CH-3)
	1:00-2:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Pharm (Hall 6) [Wk 1-5]	1:30-2:30 INT-103 Path Lecture (CH-3)
WED	9:00-10:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6)	9:00-10:00 INT-103 Path Lecture (CH-3)
	10:00-11:00				10:00-11:00 INT-103 Path Lecture (CH-3)
	11:00-12:00				11:00-12:00 INT-103 Para Lecture (CH-3)
	12:00-1:00	Lect: INT-103/Mic (Hall A)		Lect: INT-103/Pth (Hall 6)	12:30-1:30 INT-103 Micro Lecture (CH-3)
	1:00-2:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Para (Hall 6) [Wk 1-5]	1:30-2:30 INT-103 Pharm Lecture (CH-3)
THU	9:00-10:00	Lect: INT-103/Mic (Hall A) [Wk 1&2]		Lect: INT-103/Para (Hall 6) [Wk 1&2]	
	10:00-11:00	Lect: INT-103/Pth (Hall A) [Wk 1&2&4&5]		Lect: INT-103/Pharm (Hall 6) [Wk 1-5]	
	11:00-12:00	Lect: INT-103/Pharm (Hall A) [Wk 1-5]		Lect: INT-103/Pth (Hall 6)	
	12:00-1:00	Lect: INT-103/Para (Hall A) [Wk 1&2]		Lect: INT-103/Pth (Hall 6) [Wk 1&2&4&5]	12:30-1:30 INT-103 Para Lecture (CH-3) [Wk 1-2]
	1:00-2:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6) [Wk 1&2]	

OFF

First Grade Schedule Weeks 11-16

IPKA First Grade Week 13-16



Day	Time	A	B	C	D
SUN	9:00-10:00	Lect: INT-103/Pharm (Hall A)		Lect: INT-103/Pth (Hall 6)	
	10:00-11:00				
	11:00-12:00				
	12:00-1:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Pharm (Hall 6)	
	1:00-2:00	Lect: INT-103/Mic (Hall A)		Lect: INT-103/Pth (Hall 6)	
MON	9:00-10:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6)	9:00-10:00 INT-103 Para Lecture (CH-3) [Wk
	10:00-11:00				10:00-11:00 INT-103 Path Lecture (CH-3)
	11:00-12:00				11:00-12:00 INT-103 Pharm Lecture (CH-3)
	12:00-1:00	Lect: INT-103/Pharm (Hall A) [Wk 1-5]		Lect: INT-103/Pth (Hall 6)	12:30-1:30 INT-103 Micro Lecture (CH-3)
	1:00-2:00	Lect: INT-103/Para (Hall A) [Wk 1-5]		Lect: INT-103/Pth (Hall 6)	1:30-2:30 INT-103 Path Lecture (CH-3)
	2:00-3:00				2:30-3:30 INT-103 Path Lecture (CH-3)
TUES	8:00-9:00				
	9:00-10:00	Lect: INT-103/Mic (Hall A)		Lect: INT-103/Pth (Hall 6)	
	10:00-11:00				10:00-11:00 INT-103 Micro Lecture (CH-3)
	11:00-12:00				11:00-12:00 INT-103 Path Lecture (CH-3)
	12:00-1:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6)	12:30-1:30 INT-103 Pharm Lecture (CH-3)
	1:00-2:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Pharm (Hall 6) [Wk 1-5]	1:30-2:30 INT-103 Path Lecture (CH-3)
2:00-3:00				2:30-3:30 INT-103 Path Lecture (CH-3)	
WED	9:00-10:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6)	
	10:00-11:00				10:00-11:00 INT-103 Path Lecture (CH-3)
	11:00-12:00				11:00-12:00 INT-103 Path Lecture (CH-3)
	12:00-1:00	Lect: INT-103/Mic (Hall A)		Lect: INT-103/Pth (Hall 6)	12:30-1:30 INT-103 Pharm Lecture (CH-3)
	1:00-2:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Para (Hall 6) [Wk 1-5]	1:30-2:30 INT-103 Micro Lecture (CH-3)
2:00-3:00					
THU	9:00-10:00	Lect: INT-103/Mic (Hall A) [Wk 1&2]		Lect: INT-103/Para (Hall 6) [Wk 1&2]	
	10:00-11:00	Lect: INT-103/Pth (Hall A) [Wk 1&2&4&5]		Lect: INT-103/Pharm (Hall 6) [Wk 1-5]	
	11:00-12:00	Lect: INT-103/Pharm (Hall A) [Wk 1-5]		Lect: INT-103/Pth (Hall 6)	
	12:00-1:00	Lect: INT-103/Para (Hall A) [Wk 1&2]		Lect: INT-103/Pth (Hall 6) [Wk 1&2&4&5]	
	1:00-2:00	Lect: INT-103/Pth (Hall A)		Lect: INT-103/Mic (Hall 6) [Wk 1&2]	

OFF

No Lectures

Weeks 1-10 (Modules INT-101 & INT 102)

Day	Time	A	B	Time	C	D
SUN	8:00-9:00	Lect: INT-101/H (Hall A) [Wks 1-6]		8:30-10:30	INT-102 BIO LAB [Weeks 1-9]	INT-102 BIO SGT [Weeks 1-7]
	9:00-10:00	Lect: INT-102/B (Hall A)				
	10:00-11:00	Lect: INT-102/B (Hall A)				
	11:00-12:00	Lect: INT-101/A (Hall A)		11:00-12:00	Lect: INT-102/B (Hall 6)	
				12:00-1:00	Lect: INT-101/A (Hall A)	
	12:30-2:30	INT-102 HIS LAB [Weeks 1-10]	INT-102 BIO LAB [Weeks 1-9]	1:00-2:00	Lect: INT-102/B (Hall A)	
			2:00-3:00	Lect: INT-101/H (Hall A) [Wks 1-6]		
MON	8:30-10:30	INT-102 BIO LAB [Weeks 1-9]	INT-102 HIS LAB [Weeks 1-10]	8:00-9:00	Lect: INT-102/B (Hall A)	
				9:00-10:00	Lect: INT-101/H (Hall A)	
	11:00-12:00	Lect: INT-102/B (Hall 6)		10:00-11:00	Lect: INT-102/B (Hall A)	
	12:00-1:00	Lect: INT-102/P (Hall A)		11:00-12:00	Lect: INT-102/P (Hall A)	
	1:00-2:00	Lect: INT-102/B (Hall A)				
	2:00-3:00	Lect: INT-101/H (Hall A)		12:30-2:30	INT-102 BIO SGT [Weeks 1-7]	INT-102 HIS LAB [Weeks 1-10]
TUE	8:30-10:30	INT-102 BIO SGT [Weeks 1-7]	CBL/PBL [Weeks 4,5,7,8]	8:00-9:00	Lect: INT-101/H (Hall A)	
				9:00-10:00	Lect: INT-102/B (Hall A)	
	11:00-12:00	Lect: INT-102/P (Hall A)		10:00-11:00	Lect: INT-102/P (Hall A)	
	12:00-1:00	Lect: INT-102/B (Hall A)		11:00-12:00	Lect: INT-102/B (Hall 6)	
	1:00-2:00	Lect: INT-101/H (Hall A)		12:30-2:30	INT-102 PHY Lab [Weeks 2 & 4-8]	INT-102 BIO SGT [Weeks 1-7]
	2:00-3:00	Lect: INT-102/B (Hall A)		2:30-4:30	INT-102 BIO SGT [Weeks 1-7]	INT-102 PHY Lab [Weeks 2 & 4-8]
WED	8:00-9:00	Lect: INT-102/B (Hall A)		8:30-10:30	INT-102 BIO SGT [Weeks 1-7]	INT-102 BIO LAB [Weeks 1-9]
	9:00-10:00	Lect: INT-102/P (Hall A)				
	10:00-11:00	Lect: INT-102/B (Hall A)				
	11:00-12:00	Lect: INT-101/A (Hall 6)		11:00-12:00	Lect: INT-102/B (Hall A)	
				12:00-1:00	Lect: INT-101/A (Hall A)	
	12:30-2:30	CBL/PBL [Weeks 4,5,7,8]	INT-102 BIO SGT [Weeks 1-7]	1:00-2:00	Lect: INT-102/B (Hall A)	
THU	8:30-10:30	INT-102 PHY Lab [Weeks 2 & 4-8]	INT-102 BIO SGT [Weeks 1-7]	8:00-9:00	Lect: INT-102/B (Hall A)	
				9:00-10:00	Lect: INT-102/P (Hall A)	
	11:00-12:00	Lect: INT-102/B (Hall A)		10:00-11:00	Lect: INT-102/B (Hall A)	
	12:00-1:00	Lect: INT-102/P (Hall A)		11:00-12:00		
	1:00-2:00	Lect: INT-102/B (Hall A)		12:00-2:00	CBL/PBL [Weeks 4,5,7,8]	CBL/PBL [Weeks 4,5,7,8]
	2:30-4:30	INT-102 BIO SGT [Weeks 1-7]	INT-102 PHY Lab [Weeks 2 & 4-8]			



Weeks 11-16 (Modules INT-103)



Day	Time	A	B	Time	C	D
SUN	9:00-10:00	Lect: INT-103/Pharm (Hall A)		9:00-10:00	Lect: INT-103/Pth (Hall 6)	
	10:00-11:00	INT-103 PATH Hist	INT-103 PATH Mus	10:00-11:00	INT-103 MICRO	INT-103 PHARM
	11:00-12:00	[Weeks 2-6]	[Weeks 2-6]	11:00-12:00		
	12:00-1:00	Lect: INT-103/Pth (Hall A)		12:00-1:00	Lect: INT-103/Pharm (Hall 6)	
	1:00-2:00	Lect: INT-103/Mic (Hall A)		1:00-2:00	Lect: INT-103/Pth (Hall 6)	
	2:00-3:00	INT-103 PHARM	INT-103 MICRO	2:00-3:00	INT-103 PATH Mus	INT-103 PATH Hist
	3:00-4:00		[Weeks 1 & 5]	3:00-4:00	[Weeks 2-6]	[Weeks 2-6]
MON	9:00-10:00	Lect: INT-103/Pth (Hall A)		9:00-10:00	Lect: INT-103/Mic (Hall 6)	
	10:00-11:00	INT-103 PATH Mus	INT-103 PATH Hist	10:00-11:00	INT-103 PARA	INT-103 MICRO
	11:00-12:00	[Weeks 2-6]	[Weeks 2-6]	11:00-12:00		
	12:00-1:00	Lect: INT-103/Pharm (Hall A) [Wk 1-5]		12:00-1:00	Lect: INT-103/Pth (Hall 6)	
	1:00-2:00	Lect: INT-103/Para (Hall A) [Wk 1-5]		1:00-2:00	Lect: INT-103/Pth (Hall 6)	
	2:00-3:00	INT-103 MICRO	INT-103 PARA	2:00-3:00	INT-103 PATH Hist	INT-103 PATH Mus
	3:00-4:00	[Weeks 1 & 5]		3:00-4:00	[Weeks 2-6]	[Weeks 2-6]
TUES	9:00-10:00	Lect: INT-103/Mic (Hall A)		9:00-10:00	Lect: INT-103/Pth (Hall 6)	
	10:00-11:00	INT-103 MICRO	INT-103 PHARM	10:00-11:00	INT-103 PATH Mus	INT-103 PATH Hist
	11:00-12:00			11:00-12:00	[Weeks 3-6]	[Weeks 3-6]
	12:00-1:00	Lect: INT-103/Pth (Hall A)		12:00-1:00	Lect: INT-103/Mic (Hall 6)	
	1:00-2:00	Lect: INT-103/Pth (Hall A)		1:00-2:00	Lect: INT-103/Pharm (Hall 6) [Wk 1-5]	
	2:00-3:00	INT-103 PATH Hist	INT-103 PATH Mus	2:00-3:00	INT-103 PHARM	INT-103 MICRO
	3:00-4:00	[Weeks 3-6]	[Weeks 3-6]	3:00-4:00		[Weeks 1 & 5]
WED	9:00-10:00	Lect: INT-103/Pth (Hall A)		9:00-10:00	Lect: INT-103/Mic (Hall 6)	
	10:00-11:00	INT-103 PARA	INT-103 MICRO	10:00-11:00	INT-103 PATH Hist	INT-103 PATH Mus
	11:00-12:00			11:00-12:00	[Weeks 3-6]	[Weeks 3-6]
	12:00-1:00	Lect: INT-103/Mic (Hall A)		12:00-1:00	Lect: INT-103/Pth (Hall 6)	
	1:00-2:00	Lect: INT-103/Pth (Hall A)		1:00-2:00	Lect: INT-103/Para (Hall 6) [Wk 1-5]	
	2:00-3:00	INT-103 PATH Mus	INT-103 PATH Hist	2:00-3:00	INT-103 MICRO	INT-103 PARA
	3:00-4:00	[Weeks 3-6]	[Weeks 3-6]	3:00-4:00	[Weeks 1 & 5]	
THU	9:00-10:00	Lect: INT-103/Mic (Hall A) [Wk 1&2]		9:00-10:00	Lect: INT-103/Para (Hall 6) [Wk 2&3]	
	10:00-11:00	Lect: INT-103/Pth (Hall A) [Wk 1&2&4&5]		10:00-11:00	Lect: INT-103/Pharm (Hall 6) [Wk 1-5]	
	11:00-12:00	Lect: INT-103/Pharm (Hall A) [Wk 1-5]		11:00-12:00	Lect: INT-103/Pth (Hall 6)	
	12:00-1:00	Lect: INT-103/Para (Hall A) [Wk 2&3]		12:00-1:00	Lect: INT-103/Pth (Hall 6) [Wk 1&2&4&5]	
	1:00-2:00	Lect: INT-103/Pth (Hall A)		1:00-2:00	Lect: INT-103/Mic (Hall 6) [Wk 1&2]	
	2:00-3:00	PBL	PBL	2:00-3:00	PBL	PBL
	3:00-4:00	3rd Week	3rd Week	3:00-4:00	3rd Week	3rd Week
		10-12 Tutorial Pathology 6th Week			2-4 Tutorial Pathology 6th Week	

Benchmarks



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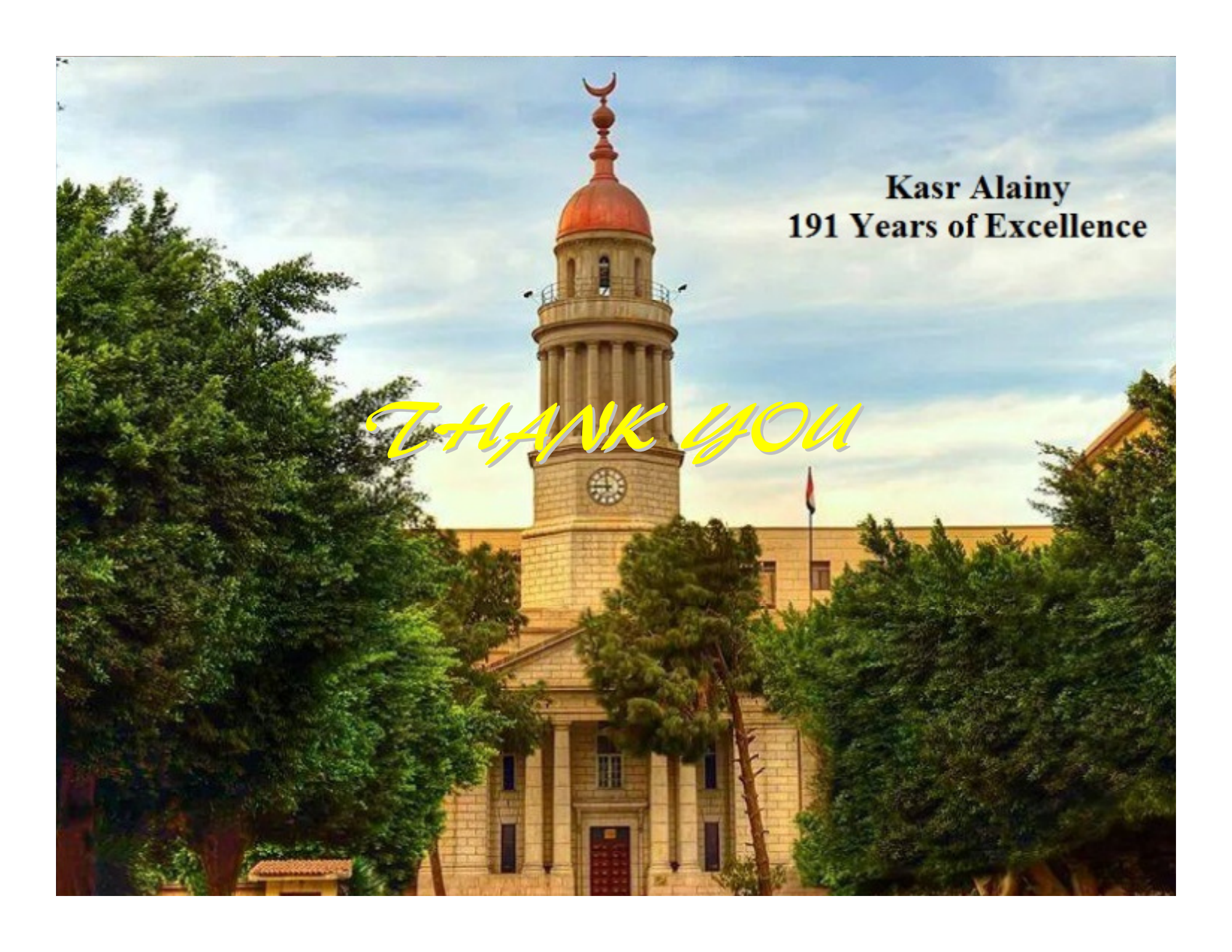


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I THANK YOU