Course specification
Kafrelsheikh University
Faculty of Medicine
اعتماد توصيف مقررات الفرقة الثالثة
Semester ٦

اعتمادات المجالس الحاكمة:

مجلس إدارة وحدة ضمان الجودة	جلسة رقم (٢) بتاريخ ٢٠٢٤/٩/٣٠
مجلس الكلية:	جلسة رقم (٦١) بتاريخ ٢٠٢٤/١٠/٧

الإعتمادات:

مدير وحدة ضمان الجودة

عميد الكلية

Course Specifications

FTX 330

2025 /2026

1. Basic Information

Course Title	**Forensic and toxicology**			
Course Code	**FTX 330**			
Department/s participating in delivery of the course	**Forensic and toxicology Department**			
Number of credit points of the course = 6	**Theoretical**	**clinical**	**Self-learning (Tasks/ Assignments/ incision academy**	**Total**
	2.4	1.2	2.4	6
Number of contact and non-contact hours of the course	**60**	**30**	**60**	**180**
Course duration	4 weeks			
Course Type	Obligatory			
Academic level at which the course is taught	Third year/6th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit points)			
Faculty	Kafrelsheikh Faculty of Medicine			
University	Kafrelsheikh University			
Name of Course Coordinator				
Course Specification Approval Date	7/10/2024			
Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)				

2. Course Overview (Brief summary of scientific content)

This course provides third-year students with essential knowledge of forensic medicine and toxicology. It covers medicolegal aspects of clinical practice, identification of injuries and causes of death, physicians' legal and ethical responsibilities, and the role of the doctor in justice. The toxicology component includes the principles, manifestations, and management of common poisons and toxins, integrating scientific knowledge with practical skills in medicolegal documentation and toxicological interpretation.

3. Course Learning Outcomes (CLOs)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		**Course Learning Outcomes Upon completion of the course, the student will be able to:**
Code	**Text**	**Code**	**Text**
1.1	Take and record a structured, patient centered history	1.1.1	
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	
1.3	Assess the mental state of the patient	1.3.1	Assess the consciousness level of the patient using Glasgow coma scale
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	
		1.4.2	
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	Select the appropriate tests commonly used for toxicology cases
		1.6.2	Select the appropriate serological, urine tests in toxicological cases.
1.7	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	1.7.1	
1.8	Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	1.8.1	
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 relevant and up-to-date information from scientific literature and electronic databases to support clinical decision-making regarding toxicological cases.

		1.9.2	Evaluate the quality and applicability of evidence in relation to specific clinical problems of both forensic and toxicology.
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Integrate the results of different knowledge and given information to help in managing difficult toxicological cases and complex medicolegal problems as well
1.11	Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	1.11.1	Apply the principle of Performing basic toxicological diagnostic procedures skillfully and safely, including collection, preservation, and analysis of biological samples (blood, urine, gastric contents, tissues) for detection of poisons and drugs.
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	
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 decision	1.13.1	
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	Demonstrate respect for patients' autonomy, dignity, and legal rights in all clinical interactions.
		1.14.2	Respect patients' rights —particularly in toxicology—where involving patients and/or their families or carers in decision-making is appropriate, and apply shared decision-making principles accordingly
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	
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	
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	Contribute to the care of patients and their families at the end of life, including describing the medicolegal principles related to end-of-life care, certification of death, and relevant laws.
		1.17.2	Contribute to the care of patients and their families at the end of life, including in explaining toxicological causes of sudden or unexpected death and their forensic implications.
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	
2.4	Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic	2.4.1	

	diseases, and prevalent chronic diseases		
2.5	Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity	2.5.1	
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	
2.7	Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	2.7.1	
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	Identify forensic indicators of physical, chemical, or substance-related abuse in vulnerable individuals during medico-legal investigations.
		2.8.2	Recognize patterns of poisoning or intoxication that may suggest neglect, self-harm, or intentional harm.
		2.8.3	Identify appropriate medico-legal procedures to report and safeguard victims of abuse, neglect, or toxic exposure according to national laws and ethical standards.
3.1	Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect	3.1.1	demonstrate accountability when reporting forensic and toxicological findings.
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	Adhere to the professional national laws and ethical codes in handling medicolegal and toxicology cases.
3.3	Respect the different cultural beliefs and values in the community they serve	3.3.1	
3.4	Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural or ethnic backgrounds, or their disabilities	3.4.1	
3.5	Ensure confidentiality and privacy of patients' information	3.5.1	Ensure confidentiality and privacy of patients' information in forensic and toxicology practice.
3.6	Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors	3.6.1	Apply knowledge of common medical errors to prevent mistakes in toxicology and forensic practice.
3.7	Recognize and manage conflicts of interest	3.7.1	
3.8	Refer patients to the appropriate health facility at the appropriate stage	3.8.1	Apply referral principles for patients with suspected toxicological emergencies to appropriate health facilities.
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	Identify and report unethical or unprofessional behaviors encountered in forensic and toxicology practice that may jeopardize patient safety

4.1	Describe the normal structure of the body and its major organ systems and explain their functions	4.1.1	
4.2	Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	4.2.1	
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	
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	
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	Identify toxic agents, including drugs, chemicals, and environmental poisons, that cause disease and their effects on the human body.
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	
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	
4.8	Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities	4.8.1	
5.1	Recognize the important role played by other health care professionals in patients' management	5.1.1	
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	Demonstrate respect and cooperation when working with colleagues and health care professionals in managing forensic and toxicology cases.
5.3	Implement strategies to promote understanding, manage differences, and resolve conflicts	5.3.1	
5.4	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system	5.4.1	
5.5	Communicate effectively using written health records, electronic medical records, or other digital technology	5.5.1	Communicate effectively using medicolegal reports, poisoning case sheets, and forensic documentation accurately and communicate them using appropriate written or electronic formats.

5.6	Evaluate his / her work and that of others using constructive feedback	5.6.1	
5.7	Recognize own personal and professional limits, and seek help from colleagues and supervisors when necessary	5.7.1	
5.8	Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system	5.8.1	
5.9	Use health informatics to improve the quality of patient care	5.9.1	
5.10	Document clinical encounters in an accurate, complete, timely, and accessible manner	5.10.1	Document medicolegal cases, poisoning incidents, and forensic autopsy findings in a structured and timely manner according to legal and institutional regulations.
5.11	Improve the health service provision by applying a process of continuous quality improvement	5.11.1	
5.12	Demonstrate accountability to patients, society, and the profession	5.12.1	
6.1	Regularly reflect on and assess his / her performance using various performance indicators and information sources	6.1.1	
6.2	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	6.2.1	
6.3	Identify opportunities and use various resources for learning	6.3.1	identify opportunities and use various resources for learning.
6.4	Engage in inter-professional activities and collaborative learning	6.4.1	engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.
6.5	Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters	6.5.1	
6.6	Effectively manage learning time and resources and set priorities	6.6.1	
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	
6.8	Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability	6.8.1	
6.9	Analyze and use numerical data including the use of basic statistical methods	6.9.1	
6.10	Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	6.10.1	

4. Teaching and Learning Methods

1. Interactive Lectures
2. Tutorial classes

3. Clinical classes
4. Directed self learning.
5. Simulated patient
6. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected Number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Clinical Rounds)	Self-learning (Tasks/ Assignments/ Projects/ ...)	Others
1.	General toxicology part1	45	3	2	18 h (Home study, tasks, assignments)	
	General toxicology part2		3	2		
	Identification part1		3	2		
	Identification part2		3	2		
	Death & postmortem changes part1		3	1		
	Death & postmortem changes part2		3	-		
2.	Corrosives	45	3	2	18 h (Home study, tasks, assignments)	
	Firearm part1		3	2		
	Firearm part2		3	2		
	Wound part1		3	2		
	Wound part2		3	1	18 h (Home study, tasks, assignments)	
	Drug dependence		3	-		
3.	Analgesics & antipyretics	45	3	2	18 h (Home study, tasks, assignments)	
	Head injury part1		3	2		
	Head injury part2		3	2		
	Pesticides part1		3	2		
	Pesticides part2		3	1		
	Food & animal poisoning		3	-		
4.	Noxious gases	45	3	2	18 h (Home study, tasks, assignments)	
	Revision		3	2		
	Revision		3	2		
	Revision		3	2		
	Revision		3	1		
	Revision		3	-		
		180	72	36	72	

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	second week	-	0
2.	End Module exam	fourth Week	**24**	**20%**

3.	Final Written Exam	16-20 Week	**48**	**40%**
4.	Final Practical/Clinical/… Exam	fourth Week	**36**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**12**	**10%**
	Total		**120**	**100%**

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	**The Main (Essential) Reference for the Course** (must be written in full according to the scientific documentation method)	• Modi J. Textbook of Medical Jurisprudence, Forensic Medicine & Toxicology. 23rd ed. jaypee brothers; 2023. • Dolinak D, Matshes EW, Lew EO. Forensic Pathology: Principles and Practice. elsevier; 2011.
	Other References	• Scott-Brown's Essential Otorhinolaryngology, Head & Neck Surgery By England -Publisher: Taylor - Copyright : 2022 - Ed - ISBN13 : 9781138608481
	Electronic Sources (Links must be added)	• https://www.clintox.org/question-of-the-day/question-of-the-day-monday-november-4-2024 • https://www.open.edu/openlearn/health-sports-psychology/health/forensic-science-and-fingerprints/content-section-0?utm_source=chatgpt.com&active-tab=description-tab
	Learning Platforms (Links must be added)	• Interactive e-learning platforms (ThinCi) https://www.ekb.eg/ar/web/researchers/home
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• Microscopes: light microscopes for histopathology and slides • Evidence collection tools: swabs, tweezers, sample bags, labels, gloves • Forensic documentation tools, measuring tapes, forensic rulers, body diagrams
	Supplies	Library facilities & Online Access With updated textbooks.
	Electronic Programs	Interactive e-learning platforms (ThinCi) and Microsoft teams.
	Skill Labs/ Simulators	
	Virtual Labs	
	Other (to be mentioned)	

منسق المقرر	مدير البرنامج
محمد عبد المنعم	هاني برج
	

Course Specifications

OPH331

2025 /2026

1. Basic Information

Course Title	**Ophthalmology**			
Course Code	**OPH331**			
Department/s participating in delivery of the course	**Ophthalmology Department**			
Number of credit points of the course = 7.5	**Theoretical**	**clinical**	**Self-learning (Tasks/ Assignments/ incision academy**	**Total**
	90	**45**	**90**	225
Course Type	Obligatory			
Academic level at which the course is taught	Third year/6th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit points)			
Faculty	Kafrelsheikh Faculty of Medicine			
University	Kafrelsheikh University			
Name of Course Coordinator				
Course Specification Approval Date	7/10/2024			
Course Specification Approval **(Attach the decision/minutes of the department /committee/council ....)**				

2. Course Overview (Brief summary of scientific content)

This course covers the optics of vision, the biochemistry of the retina, and the diagnosis and management of conditions affecting everything from the front (e.g., cataracts, cornea) to the back of the eye (e.g., retinal detachment, macular degeneration), as well as the visual pathways to the brain.

3. Course Learning Outcomes (CLOs)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		**Course Learning Outcomes Upon completion of the course, the student will be able to:**
Code	**Text**	**Code**	**Text**
1.1	Take and record a structured, patient centered history	1.1.1	obtain a comprehensive ocular history including vision changes, trauma, systemic diseases, and family history
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	
1.3	Assess the mental state of the patient	1.3.1	
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	perform systematic eye examination including visual acuity, external eye inspection.
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	distinguish between sight-threatening and non-urgent ocular problems in outpatient settings
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	choose appropriate ophthalmic investigations (e.g., OCT, fluorescein angiography, visual field testing) based on clinical presentation
		1.6.2	interpret results of common ophthalmic investigations to support diagnosis and management
1.7	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	1.7.1	
1.8	Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	1.8.1	apply knowledge of ocular anatomy, physiology, and pathophysiology in clinical assessment and diagnosis
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 relevant and up-to-date information from scientific literature and electronic databases to support clinical decision-making regarding ophthalmology cases.
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Integrate information from history, physical examination, and diagnostic findings to formulate a provisional or differential diagnosis of common eye diseases (e.g., conjunctivitis, glaucoma, cataract, diabetic retinopathy)
1.11	Perform diagnostic and intervention procedures in a skillful and safe	1.11.1	

	manner, adapting to unanticipated findings or changing clinical circumstances		
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	
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 decision	1.13.1	Formulate patient-centered management plans for common ophthalmic conditions (e.g., conjunctivitis, glaucoma, cataract, diabetic retinopathy) in alignment with current evidence-based guidelines.
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	demonstrate respect for patient autonomy and involve them in decisions about treatment options
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	Formulate initial management steps for vision- or life-threatening ophthalmic emergencies before referral to specialized care.
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	prescribe appropriate ocular medications, including antibiotics, anti-inflammatories, and glaucoma therapy
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	
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	
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	identify prevalent ocular diseases in the community, such as cataract, glaucoma, refractive errors, and diabetic retinopathy
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	
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 ophthalmic diseases such as trachoma, refractive errors, and diabetic retinopathy within the community.
2.7	Provide care for specific groups including pregnant women, newborns	2.7.1	

	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	
3.1	Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect	3.1.1	
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	Adhere to ethical and legal guidelines when managing patients with visual impairment or performing ophthalmic procedures.
3.3	Respect the different cultural beliefs and values in the community they serve	3.3.1	
3.4	Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural or ethnic backgrounds, or their disabilities	3.4.1	
3.5	Ensure confidentiality and privacy of patients' information	3.5.1	
3.6	Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors	3.6.1	
3.7	Recognize and manage conflicts of interest	3.7.1	
3.8	Refer patients to the appropriate health facility at the appropriate stage	3.8.1	
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	
4.1	Describe the normal structure of the body and its major organ systems and explain their functions	4.1.1	describe normal ocular anatomy including eyelids, conjunctiva, cornea, lens, retina, and optic nerve
4.2	Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	4.2.1	
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	
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	
4.5	Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune,	4.5.1	Identify the genetic, infectious, traumatic, and metabolic causes of common eye diseases.

	neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis)		
		4.5.2	explain genetic, infectious, traumatic, and metabolic causes of eye disease
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 structural and functional changes in the eye due to disease (e.g., corneal opacity, retinal detachment)
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 actions, therapeutic uses, and side effects of drugs used in the management of common eye conditions such as glaucoma, uveitis, and allergic conjunctivitis.
4.8	Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities	4.8.1	perform visual acuity testing , and basic ocular procedures
5.1	Recognize the important role played by other health care professionals in patients' management	5.1.1	
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	
5.3	Implement strategies to promote understanding, manage differences, and resolve conflicts	5.3.1	
5.4	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system	5.4.1	
5.5	Communicate effectively using written health records, electronic medical records, or other digital technology	5.5.1	
5.6	Evaluate his / her work and that of others using constructive feedback	5.6.1	provide constructive feedback during peer-assisted learning in ophthalmology
5.7	Recognize own personal and professional limits, and seek help from colleagues and supervisors when necessary	5.7.1	
5.8	Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system	5.8.1	consider cost-effectiveness in choosing diagnostic tests and treatments for ocular diseases
5.9	Use health informatics to improve the quality of patient care	5.9.1	
		5.9.2	
5.10	Document clinical encounters in an accurate, complete, timely, and accessible manner	5.10.1	
5.11	Improve the health service provision by applying a process of continuous quality improvement	5.11.1	

5.12	Demonstrate accountability to patients, society, and the profession	5.12.1	
6.1	Regularly reflect on and assess his / her performance using various performance indicators and information sources	6.1.1	reflect on personal clinical performance in ophthalmology and identify areas for improvement
6.2	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	6.2.1	
6.3	Identify opportunities and use various resources for learning	6.3.1	identify and utilize opportunities for self-directed learning in eye care and ophthalmic research
6.4	Engage in inter-professional activities and collaborative learning	6.4.1	
6.5	Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters	6.5.1	
6.6	Effectively manage learning time and resources and set priorities	6.6.1	prioritize learning tasks to efficiently gain ophthalmology competencies
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	
6.8	Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability	6.8.1	
6.9	Analyze and use numerical data including the use of basic statistical methods	6.9.1	
6.10	Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	6.10.1	

4. Teaching and Learning Methods

7. Interactive Lectures
8. Tutorial classes
9. Clinical classes
10. Directed self learning.
11. Simulated patient
12. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected Number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Clinical Rounds) /Simulated patient	Self-learning (Tasks/ Assignments/ Projects/ ...)	Others
1.	**1.** anatomy of the eye	**45**	**3**	**2**	**18 h (Home study, tasks, assignments)**	
	2. physiology of vision		**3**	**2**		
	3. refractive errors		**3**	**2**		
	4. cataract		**3**	**2**		
	5. glaucoma		**3**	**1**		

	6. retinal diseases		**3**	**-**		
2.	**7.** corneal disorders	**45**	**3**	**2**	**18 h (Home study, tasks, assignments)**	
	8. uveitis		**3**	**2**		
	9. ocular infections		**3**	**2**		
	10. ocular trauma		**3**	**2**	**18 h (Home study, tasks,**	
	11. strabismus and amblyopia		**3**	**1**		
	12. pediatric eye disorders		**3**	**-**		
3.	**13.** optic neuropathies	**45**	**3**	**2**	**assignments) 18 h (Home study, tasks, assignments)**	
	14. visual field defects		**3**	**2**		
	15. eyelid disorders		**3**	**2**		
	16. lacrimal system disorders		**3**	**2**		
	17. ocular pharmacology		**3**	**1**		
	18. ophthalmic emergencies		**3**	**-**		
4.	**19.** ocular manifestations of systemic diseases	**45**	**3**	**2**	**18 h (Home study, tasks, assignments)**	
	20. orbital diseases		**3**	**2**		
	21. neuro-ophthalmology		**3**	**2**		
	22. imaging in ophthalmology		**3**	**2**		
	23. contact lenses and visual aids		**3**	**1**		
	24. preventive ophthalmology		**3**	**-**		
5.	25. revision	**45**	**3**	**2**	**18 h (Home study, tasks, assignments)**	
	26. revision		**3**	**2**		
	27. revision		**3**	**2**		
	28. revision		**3**	**2**		
	29. revision		**3**	**1**		
	30. revision		**3**	**-**		
		180	**72**	**36**	**72**	

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	second week	-	0
2.	End Module exam	fifth Week	**30**	**20%**
3.	Final Written Exam	16-20 Week	**60**	**40%**
4.	Final Clinical Exam	fifth Week	**45**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**15**	**10%**

	Total		**150**	**100%**

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	**The Main (Essential) Reference for the Course** (must be written in full according to the scientific documentation method)	• Schachat, A. P., Wilkinson, C. P., Hinton, D. R., Sadda, S. R., & Wiedemann, P. (2022). Ryan's Retina (7th ed.). Elsevier.. • salmon jf. diagnosis and management in ophthalmology. 8th ed. elsevier; 2020.
	Other References	American Academy of Ophthalmology. (2023-2024). Basic and Clinical Science Course (BCSC). American Academy of Ophthalmology. (This is a multi-volume set published annually).
	Electronic Sources (Links must be added)	• American academy of ophthalmology. https://www.aao.org/clinical-education • pubmed ophthalmology search portal. https://pubmed.ncbi.nlm.nih.gov/?term=ophthalmology • eye wiki. https://eyewiki.org/Main_Page
	Learning Platforms (Links must be added)	• Interactive e-learning platforms (ThinCi) osmosis (ophthalmology section): https://www.osmosis.org/learn/Ophthalmology https://www.ekb.eg/ar/web/researchers/home
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• slit-lamps and tonometers for clinical examination • ophthalmoscopes and indirect ophthalmoscopes
	Supplies	• library facilities & online access with updated textbooks and journals • sterile gloves, eye drops, fluorescein strips, and disposable diagnostic materials
	Electronic Programs	Interactive e-learning platforms (ThinCi) and Microsoft teams.
	Skill Labs/ Simulators	
	Virtual Labs	
	Other (to be mentioned)	access to hospital eye clinics for hands-on clinical exposure

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محمد عبد المنعم	هاني برج
	

Course Specifications

ENT 332

2025 /2026

1. Basic Information

Course Title	**Ear, Nose and Throat**			
Course Code	**ENT 332**			
Department/s participating in delivery of the course	**ENT Department**			
Number of credit points of the course = 7.5	**Theoretical**	**Clinical**	**Self-learning (Tasks/ Assignments/ incision academy**	**Total**
	3	1.5	3	7.5
Number of contact and non-contact hours of the course	**90**	**45**	**90**	**225**
Course duration	**5 weeks**			
Course Type	Obligatory			
Duration	5 weeks			
Academic level at which the course is taught	Third year/6th semester			
Academic Program	برنامج بكالوريوس الطب والجراحة (MBBS) credit points			
Faculty	Kafrelsheikh Faculty of Medicine			
University	Kafrelsheikh University			
Name of Course Coordinator	Dr. Hussein Abdallah El-Shirbeney			
Course Specification Approval Date	7/10/2024			
Course Specification Approval **(Attach the decision/minutes of the department /committee/council ....)**				

2. Course Overview (Brief summary of scientific content)

This course provides students with essential knowledge and clinical orientation to diseases affecting the ear, nose, throat, and head and neck. It emphasizes both common conditions and emergencies in otorhinolaryngology. Students will develop the skills to apply scientific and analytic methods in diagnosis and management, making effective use of available resources while considering environmental safety. The course also fosters integration of basic science knowledge with clinical skills to support competent practice in ear, nose, and throat disorders.

3. Course Learning Outcomes (CLOs)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		**Course Learning Outcomes Upon completion of the course, the student will be able to:**
Code	**Text**	**Code**	**Text**
1.1	Take and record a structured, patient centered history	1.1.1	Document a complete otorhinolaryngological medical history in the outpatient clinics.
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	
1.3	Assess the mental state of the patient	1.3.1	
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	Examine patient's physical signs in terms of anatomical, pathological, and functional diagnostic significances.
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	Point out the most appropriate and cost-effective diagnostic laboratory investigations for common otorhinolaryngological disorders to reach the proper final diagnosis within a short time.
1.7	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	1.7.1	
1.8	Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	1.8.1	
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	

1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Integrate anatomical, physiological, and pathological knowledge with clinical data to prioritize differential diagnoses and select cost-effective investigations for a coherent diagnostic formulation.
1.11	Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	1.11.1	
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	
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 decision	1.13.1	Formulate a management plan for common otorhinolaryngological diseases and acute emergencies.
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	
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	
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	Apply suitable pharmacological treatments and supportive measures to relieve pain and improve the quality of life in patients with chronic ear, nose, or throat conditions such as otitis media or sinusitis.
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	
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	
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	Identify major community health risks related to ENT diseases, including chronic otitis media, noise-induced hearing loss, and upper respiratory infections, in relation to to environmental and occupational factors.
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	
2.6	Recognize the epidemiology of common diseases within his/her	2.6.1	ply the systematic approaches useful in reducing the incidence and prevalence ofof common ENT diseases such

	community and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases		as otitis media, sinusitis, and hearing loss within the community.
2.7	Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	2.7.1	
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	
3.1	Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect	3.1.1	Demonstrate appropriate professional behaviors and relationships in all aspects of ENT practice, showing honesty, integrity, commitment, compassion, and respect.
3.2	Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate	3.2.1	
3.3	Respect the different cultural beliefs and values in the community they serve	3.3.1	
3.4	Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural or ethnic backgrounds, or their disabilities	3.4.1	
3.5	Ensure confidentiality and privacy of patients' information	3.5.1	Maintain confidentiality and privacy of patients' information.
3.6	Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors	3.6.1	
3.7	Recognize and manage conflicts of interest	3.7.1	
3.8	Refer patients to the appropriate health facility at the appropriate stage	3.8.1	
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	
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 the ear, nose, and throat.
		4.1.2	Explain clinical data in relation to basic anatomical, pathological, and physiological scientific facts
4.2	Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	4.2.1	
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	

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	
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	Recognize the etiology, pathogenesis, and complications of common otorhinolaryngological illnesses and diseases, with special emphasis on environmental and traumatic causes.
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	
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	
4.8	Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities	4.8.1	
5.1	Recognize the important role played by other health care professionals in patients' management	5.1.1	
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	
5.3	Implement strategies to promote understanding, manage differences, and resolve conflicts	5.3.1	Implement collaborative teamwork during small group discussion.
5.4	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system	5.4.1	
5.5	Communicate effectively using written health records, electronic medical records, or other digital technology	5.5.1	
5.6	Evaluate his / her work and that of others using constructive feedback	5.6.1	
5.7	Recognize own personal and professional limits, and seek help from colleagues and supervisors when necessary	5.7.1	
5.8	Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system	5.8.1	
5.9	Use health informatics to improve the quality of patient care	5.9.1	
		5.9.2	

5.10	Document clinical encounters in an accurate, complete, timely, and accessible manner	5.10.1	
5.11	Improve the health service provision by applying a process of continuous quality improvement	5.11.1	
5.12	Demonstrate accountability to patients, society, and the profession	5.12.1	
6.1	Regularly reflect on and assess his / her performance using various performance indicators and information sources	6.1.1	
6.2	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	6.2.1	
6.3	Identify opportunities and use various resources for learning	6.3.1	
6.4	Engage in inter-professional activities and collaborative learning	6.4.1	
6.5	Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters	6.5.1	
6.6	Effectively manage learning time and resources and set priorities	6.6.1	
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	
6.8	Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability	6.8.1	
6.9	Analyze and use numerical data including the use of basic statistical methods	6.9.1	
6.10	Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	6.10.1	

4. Teaching and Learning Methods

13. Interactive Lectures
14. Tutorial classes
15. Clinical classes
16. Self-directed learning.
17. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected Number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Clinical Rounds)	Self-learning (Tasks/ Assignments/ Projects/ ...)	Others
1.	1. Examination of the Ear, Nose and Throat	45	3	2	15 h (Home study, tasks, assignments) 3 h incision academy	
	2. Pain in the Ear		3	2		
	3. Discharge from the Ear 1		3	2		
	4. Discharge from the Ear 2		3	2		
	5. Otologic dysfunction		3	1		
	6. ENT Case discussion		3	-		
2.	7. Facial Palsy	45	3	2	15 h (Home study, tasks, assignments) 3 h incision academy	
	8. Paranasal sinus diseases 1		3	2		
	9. Paranasal sinus diseases 2		3	2		
	10. Nasal discharge		3	2		
	11. Epistaxis		3	1		
	12. ENT Case Discussion		3	-		
3.	13. Nasal Obstruction and Smell Disorder	45	3	2	15 h (Home study, tasks, assignments) 3 h	
	14. Facial Plastics		3	2		
	15. Throat Pain 1		3	2		
	16. Throat Pain 2		3	2		
	17. Airway Obstruction disorder & Stridor		3	1		
	18. ENT Case Discussion		3	-		
4.	19. Hoarseness and Voice disorders	45	3	2	15 h (Home study, tasks, assignments) 3 h	
	20. Snoring and Obstructive Sleep Apnea		3	2		
	21. Swallowing problems 1		3	2		
	22. Swallowing problems 2		3	2		
	23. Head and Neck Trauma		3	1		
	24. ENT Discussion Case		3	-		
5.	25. Foreign body in Ear, Nose, Larynx	45	3	2	15 h (Home study, tasks, assignments) 3 h incision academy	
	26. Neck Swelling 1		3	2		
	27. 28. Revision		3	2		
	28. Revision		3	2		
	29. Revision		3	1		
	30. ENT Case Discussion		3	-		
		225	90	45	90	

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1)	Quiz	third week	-	0

2)	End Module exam	Fifth Week	**30**	**20%**
3)	Final Written Exam	16-20 Week	**60**	**40%**
4)	Final Practical/Clinical/… Exam	Fifth Week	**45**	**30%**
	Assignments/Portfolio	Throughout the Module	**15**	**10%**

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	**The Main (Essential) Reference for the Course** (must be written in full according to the scientific documentation method)	● Operative Otolaryngology: Head and Neck Surgery. (2017), by: Carl H. Snyderman MD Elsevier. ● Cummings otolaryngology head and neck surgery. (2020), by: Paul Flint, Bruce Haughey, Valerie Lund, K. Robbins, J. Regan Thomas, Marci Lesperance, Howard W. Francis. Elsevier.
	Other References	● Scott-Brown's Essential Otorhinolaryngology, Head & Neck Surgery By England -Publisher: Taylor - Copyright : 2022 - Ed - ISBN13 : 9781138608481
	Electronic Sources (Links must be added)	● https://www.entuk.org
	Learning Platforms (Links must be added)	● https://academy.incision.care/courses https://www.ekb.eg/ar/web/researchers/home
	Other (to be mentioned)	European Examination Board in Otorhinolaryngology ● https://www.ceorlhns.org/education
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• Tuning forks , Tongue depressors • Nasal speculums • Head mirrors / head lights • Otoscopes
	Supplies	Library facilities & Online Access With updated ENT textbooks.
	Electronic Programs	Interactive e-learning platforms (ThinCi) and Microsoft teams.
	Skill Labs/ Simulators	
	Virtual Labs	
	Other (to be mentioned)	

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Course Specifications

RES333

2025 /2026

1. Basic Information

Course Title	**Research & statistics**			
Course Code	RES333			
Department/s participating in delivery of the course	**Public Health and Community**			
Number of credit points of the course = 3	**Theoretical**	**Practical**	**Self-learning (Tasks/ Assignments/ incision academy**	**Total**
	1.2	0.6	1.2	3
Number of contact and non-contact hours of the course	**36**	**18**	**36**	90
Course duration	2 weeks			
Course Type	Obligatory			
Academic level at which the course is taught	Third year/6th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit points)			
Faculty	Kafrelsheikh Faculty of Medicine			
University	Kafrelsheikh University			
Name of Course Coordinator				
Course Specification Approval Date	7/10/2024			
Course Specification Approval **(Attach the decision/minutes of the department /committee/council ....)**				

2. Course Overview (Brief summary of scientific content)

This course aims to provide students with fundamental knowledge and skills in biostatistics and research methodology essential for understanding, analyzing, and interpreting health-related data. It enables students to apply statistical methods, assess risks, test hypotheses, and interpret research findings to support evidence-based decision-making and the design of scientific studies in medical and health fields.

3. Course Learning Outcomes (CLOs)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		**Course Learning Outcomes** **Upon completion of the course, the student will be able to:**
Code	**Text**	**Code**	**Text**
1.1	Take and record a structured, patient centered history	1.1.1	
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	
1.3	Assess the mental state of the patient	1.3.1	
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	
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	
1.7	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	1.7.1	
1.8	Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	1.8.1	
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	analyze basic biostatistical concepts, including variables, measures of central tendency and dispersion, correlation and regression, hypothesis testing, sampling methods, probability, and normal distribution.
		1.9.2	identify appropriate methods of data presentation.
		1.9.3	identify risk measures.
		1.9.4	recognize ethical principles in statistical analysis and research methodology.

		1.9.6	analyze study designs commonly used in medicine and discuss their strengths, limitations, and potential biases
		1.9.7	analyze statistical calculations and methods in risk estimation.
		1.9.8	analyze experimental research considering randomization, blinding, matching, and control groups.
		1.9.9	identify key research methodology terms.
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	
1.11	Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	1.11.1	
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	
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 decision	1.13.1	
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	
		1.14.2	
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	
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	
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	
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	
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	

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	
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	
2.7	Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	2.7.1	
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	
3.1	Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect	3.1.1	Demonstrate a professional attitude toward transparency and integrity when engaging in academic research.
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	
3.3	Respect the different cultural beliefs and values in the community they serve	3.3.1	
3.4	Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural or ethnic backgrounds, or their disabilities	3.4.1	
3.5	Ensure confidentiality and privacy of patients' information	3.5.1	
3.6	Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors	3.6.1	
3.7	Recognize and manage conflicts of interest	3.7.1	Recognize the concept of conflict of interest (COI) in the context of medical research and clinical practice.
			Manage different types of conflicts of interest (financial, personal, academic, etc.) and their potential impact on research integrity and medical decision-making.
			Recognize the influence of sponsorship and funding sources on study design, interpretation of results, and reporting in peer-reviewed research
3.8	Refer patients to the appropriate health facility at the appropriate stage	3.8.1	
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	

4.1	Describe the normal structure of the body and its major organ systems and explain their functions	4.1.1	
4.2	Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	4.2.1	
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	
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	
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	
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	
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	
4.8	Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities	4.8.1	
5.1	Recognize the important role played by other health care professionals in patients' management	5.1.1	
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	
5.3	Implement strategies to promote understanding, manage differences, and resolve conflicts	5.3.1	Implement strategies for promoting mutual understanding and resolving conflicts in group work or interprofessional settings.
		5.3.2	Implement strategies in adherence to ethical guidelines and institutional policies for conflict management and professional conduct in research teams, including accurate completion of conflict of interest declarations and fostering a collaborative and ethical research culture
5.4	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system	5.4.1	

5.5	Communicate effectively using written health records, electronic medical records, or other digital technology	5.5.1	
5.6	Evaluate his / her work and that of others using constructive feedback	5.6.1	
5.7	Recognize own personal and professional limits, and seek help from colleagues and supervisors when necessary	5.7.1	
5.8	Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system	5.8.1	
5.9	Use health informatics to improve the quality of patient care	5.9.1	Apply health informatics tools to collect, manage, and analyze patient data for improving healthcare decision-making.
5.10	Document clinical encounters in an accurate, complete, timely, and accessible manner	5.10.1	
5.11	Improve the health service provision by applying a process of continuous quality improvement	5.11.1	
5.12	Demonstrate accountability to patients, society, and the profession	5.12.1	
6.1	Regularly reflect on and assess his / her performance using various performance indicators and information sources	6.1.1	Present regular reflection on and assess his/her performance using various performance indicators and information sources.
6.2	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	6.2.1	
6.3	Identify opportunities and use various resources for learning	6.3.1	
6.4	Engage in inter-professional activities and collaborative learning	6.4.1	Work effectively within a team with respect to each other, their seniors & other colleagues involved in teaching & subsequently in future 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	Explain the design in observational research studies with examples · for each entity.
		6.5.1	Explain the design in experimental research studies with examples · for each entity.
		6.5.2	Explain the value and phases of conduct of clinical trials.
6.6	Effectively manage learning time and resources and set priorities	6.6.1	
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	Demonstrate understanding of key scientific concepts, ethical principles of human subjects research, and the essential components and purposes of a research protocol.
6.8	Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability	6.8.1	Critically appraise research studies and scientific papers by evaluating the clarity of research questions, appropriateness of study design, validity of methodology, accuracy of data analysis, transparency of reporting, and integrity, reliability, and applicability of the findings.
		6.8.2	Assess the validity and reliability of findings in clinical research.

		6.8.3	Interpret findings in the context of sample size, bias, confounders, and ethical conduct.
		6.8.4	Determine whether a study's results are applicable to a specific patient population or healthcare setting
6.9	Analyze and use numerical data including the use of basic statistical methods	6.9.1	Classify data types (nominal, ordinal, interval, ratio) and select appropriate statistical tests accordingly.
		6.9.2	Calculate basic descriptive statistics (mean, median, mode, standard deviation).
		6.9.3	Apply basic inferential tests such as t-tests, chi-square, and correlation coefficients using software tools (e.g., SPSS, Excel).
		6.9.4	Interpret p-values and confidence intervals in the context of hypothesis testing.
		6.9.5	Create data tables, charts, and graphs to summarize numerical findings
		6.9.6	Recognize common errors in data analysis and reporting.
6.10	Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	6.10.1	present research findings through concise abstracts, structured oral or poster presentations, adapted language and visuals for professional and lay audiences, clear group project presentations, and professional responses to feedback

4. Teaching and Learning Methods

18. Interactive Lectures
19. Tutorial classes
20. **Practical** classes
21. Case based discussion
22. Directed self learning.

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected Number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training Practical	Self-learning (Tasks/ Assignments/ Projects/ ...)	Others
1.	**1. Introduction to Biostatistics.**	45	**3**	**2**	**18 h (Home study, tasks, assignments)**	
	2. **Population &Sampling.**		**3**	**2**		
	3. Measures of dispersion and central tendency.		**3**	**2**		
	4. Probability Theory and Hypothesis.		**3**	**2**		
	5. Inferential statistics and confidence interval.		**3**	**1**		
	6. Parametric (t-test, paired t-test, ANOVA……..).		**3**	**-**		
2.	**7. Non-parametric (Wilcoxon signed rank test, Mann Whitney U-test). Chi square test.**	45	**3**	**2**	**18 h (Home study, tasks, assignments)**	
	8. **Measures of risk.** **-Types of errors Correlation and Regression analysis**		**3**	**2**	**18 h**	

	9. Introduction to research methodology, Value and phases of conduct of clinical trial		**3**	**2**	**(Home study, tasks,**	
	10. Association and causation, Protocol writing		**3**	**2**		
	11. Revision		**3**	**1**		
	12. Revision		**3**	**-**		
		90	**36**	**18**	**36**	

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1	Quiz (Semester work)	first week	-	0
2	End Module exam	Second Week	**12**	**20%**
3	Final Written Exam	16-20 Week	**24**	**40%**
4	Final practical Exam	Second Week	**18**	**30%**
	Assignments/Portfolio	Throughout the Module	**6**	**10%**

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	**The Main (Essential) Reference for the Course** (must be written in full according to the scientific documentation method)	• Walters SJ, Campbell MJ, Machin D. Medical Statistics: A Textbook for the Health Sciences. 5th ed. Chichester: Wiley-Blackwell; 2021. ISBN-13: 978-1-119-42364-5. • Rothman KJ, Greenland S, Lash TL. Modern Epidemiology. 4th ed. Philadelphia: Wolters Kluwer Health; 2021. ISBN: 978-1451193282
	Other References	• Webb P, Bain C, Page A. Essential Epidemiology: An Introduction for Students and Health Professionals. 5th ed. Cambridge: Cambridge University Press; 2023. ISBN-13: 978-1009415361
	Electronic Sources (Links must be added)	• https://pubmed.ncbi.nlm.nih.gov/?term=clinical+research • https://www.equator-network.org/ • http://www.icmje.org/
	Learning Platforms (Links must be added)	- Interactive e-learning platforms (ThinCi) - **osmosis – research methods & biostatistics** https://www.osmosis.org/learn/Biostatistics

		- **khan academy – health & medicine (statistics and probability)** https://www.khanacademy.org/math/statistics-probability - **coursera – designing and conducting research projects (university-based courses)** https://www.coursera.org/courses?query=medical%20research - **edx – clinical research, epidemiology, and biostatistics programs** https://www.edx.org/learn/clinical-research - **egyptian knowledge bank (ekb) – research resources** https://www.ekb.eg/ar/web/researchers/home - **bmj learning – evidence-based medicine & research skills** https://new-learning.bmj.com
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• desktop or laptop computers with stable internet access • projector and screen (for group teaching & data presentations) • printers / scanners (for research protocols, survey forms, and reports) • calculators (basic & scientific, for quick statistical checks)
	Supplies	• library facilities & online access with updated textbooks and journals • survey / questionnaire forms (printed or digital) • consent forms and ethical approval documents (printed copies for practice) • data collection sheets (for exercises in sampling and recording variables)
	Electronic Programs	Interactive e-learning platforms (ThinCi) and Microsoft teams.
	Skill Labs/ Simulators	
	Virtual Labs	
	Other (to be mentioned)	access to hospital clinics for hands-on clinical exposure

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Course Specifications

PSY334

2025 /2026

1. Basic Information

Course Title	**Psychiatry**			
Course Code	PSY334			
Department/s participating in delivery of the course	• **Psychiatry & neurology.**			
Number of credit points of the course = 3	**Theoretical**	**Clinical**	**Self-learning (Tasks/ Assignments/ incision academy**	**Total**
	1.2	0.6	1.2	3
Number of contact and non-contact hours of the course	**36**	**18**	**36**	90
Course duration	2 weeks			
Course Type	Obligatory			
Academic level at which the course is taught	Third year/6th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit points)			
Faculty	Kafrelsheikh Faculty of Medicine			
University	Kafrelsheikh University			
Name of Course Coordinator				
Course Specification Approval Date	7/10/2024			
Course Specification Approval **(Attach the decision/minutes of the department /committee/council ....)**				

2. Course Overview (Brief summary of scientific content)

The psychiatry module aims to equip medical students with essential knowledge of mental health conditions, including their causes, symptoms, and treatments. It prepares students to competently assess, diagnose and manage common psychiatric disorders. The module emphasizes the development of clinical skills, effective communication, and professional attitudes. Students will also cultivate empathy, ethical awareness, and respect for the dignity and rights of individuals with mental illness.

3. Course Learning Outcomes (CLOs)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		**Course Learning Outcomes** **Upon completion of the course, the student will be able to:**
Code	**Text**	**Code**	
1.1	Take and record a structured, patient centered history	1.1.1	Take a comprehensive psychiatric history from the patient and informant, including presenting complaints, history of present illness, past psychiatric and medical history, substance use, family and social history, and premorbid personality
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	Determine emotional and psychiatric problems of the patient.
1.3	Assess the mental state of the patient	1.3.1	Assess memory, attention, and concentration of the patient.
1.4	Perform appropriately-timed full physical examination of patients, appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive	1.4.1	Perform a comprehensive physical examination relevant to psychiatric patients, including assessment for organic causes of mental illness, within 15 minutes, under supervision, using appropriate clinical techniques.
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	Select essential psychological tests and laboratory investigations based on patient history and mental state examination to support psychiatric diagnosis and management
1.7	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	1.7.1	
1.8	Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	1.8.1	

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	
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Construct differential psychiatric diagnoses by integrating findings from history, mental state examination, physical assessment, and relevant investigations
1.11	Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	1.11.1	
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	
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 decision	1.13.1	
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	
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	
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	Prescribe appropriate pharmacological treatments and apply non-pharmacological interventions such as psychoanalysis, psychoeducation, and psychotherapy
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	Assist in managing psychological and emotional symptoms in end-of-life care under appropriate supervision
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	
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	

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	
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	
2.7	Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	2.7.1	
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	
3.1	Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect	3.1.1	
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 professional standards and ethical principles, including autonomy, beneficence, justice, and respect for patients' rights
3.3	Respect the different cultural beliefs and values in the community they serve	3.3.1	respect cultural values and beliefs while explaining the impact of psychiatric interventions in a patient-centered manner
3.4	Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural or ethnic backgrounds, or their disabilities	3.4.1	
3.5	Ensure confidentiality and privacy of patients' information	3.5.1	maintain confidentiality and communicate sensitively with patients and families
3.6	Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors	3.6.1	Recognize medico-legal principles in psychiatry, including obtaining informed consent and avoiding malpractice
3.7	Recognize and manage conflicts of interest	3.7.1	
3.8	Refer patients to the appropriate health facility at the appropriate stage	3.8.1	
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	
4.1	Describe the normal structure of the body and its major organ systems and explain their functions	4.1.1	
4.2	Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	4.2.1	

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	correlate developmental changes with psychological health and risk for mental illness across the lifespan
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	differentiate normal psychological functions and personality traits from abnormal behaviors
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	
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	
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	explain the mechanisms of action, interactions, and adverse effects of psychotropic drugs and apply safe prescribing principles
4.8	Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities	4.8.1	
5.1	Recognize the important role played by other health care professionals in patients' management	5.1.1	
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	communicate effectively with physicians, mental health professionals, and community agencies to ensure holistic psychiatric care
5.3	Implement strategies to promote understanding, manage differences, and resolve conflicts	5.3.1	
5.4	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system	5.4.1	
5.5	Communicate effectively using written health records, electronic medical records, or other digital technology	5.5.1	
5.6	Evaluate his / her work and that of others using constructive feedback	5.6.1	
5.7	Recognize own personal and professional limits, and seek help from colleagues and supervisors when necessary	5.7.1	
5.8	Apply fundamental knowledge of health economics to ensure the	5.8.1	

	efficiency and effectiveness of the health care system		
5.9	Use health informatics to improve the quality of patient care	5.9.1	
5.10	Document clinical encounters in an accurate, complete, timely, and accessible manner	5.10.1	
5.11	Improve the health service provision by applying a process of continuous quality improvement	5.11.1	
5.12	Demonstrate accountability to patients, society, and the profession	5.12.1	
6.1	Regularly reflect on and assess his / her performance using various performance indicators and information sources	6.1.1	
6.2	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	6.2.1	
6.3	Identify opportunities and use various resources for learning	6.3.1	use diverse learning resources, including digital platforms and peer/professor interactions, to enhance knowledge acquisition
6.4	Engage in inter-professional activities and collaborative learning	6.4.1	
6.5	Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.	6.5.1	
6.6	Effectively manage learning time and resources and set priorities	6.6.1	
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	
6.8	Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability	6.8.1	
6.9	Analyze and use numerical data including the use of basic statistical methods	6.9.1	
6.10	Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry	6.10.1	

4. Teaching and Learning Methods

23. Interactive Lectures
24. Tutorial classes
25. **clinical rounds**
26. **role play sessions**
27. simulated patient
28. Directed self-learning.

Course Schedule

NO.		Total	Expected Number of the Learning Hours

of the Week	Scientific content of the course (Course Topics)	Weekly Hours	Theoretical teaching (lectures/discussion groups/ .....)	Training clinical / role play / simulated patient	Self-learning (Tasks/ Assignments/ Projects/ ...)	Others
1.	1. Psychiatric History Taking & Mental State Examination	45	3	2	18 h (Home study, tasks, assignments)	
	2. Psychotic Disorders: Delusional Disorder & Schizophrenia Spectrum		3	2		
	3. Mood Disorders: Major Depressive Disorder & Bipolar Disorder		3	2		
	4. Anxiety Spectrum: Generalized Anxiety, Panic Disorder & OCD		3	2		
	5. Somatic Symptom & Related Disorders & Body Dysmorphic Disorder		3	1		
	6. Neurodevelopmental Disorders: ADHD & Autism Spectrum		3	-		
2.	7. Child & Adolescent Psychiatry: Behavioral & Emotional Disorders	45	3	2	18 h (Home study, tasks, assignments)	
	8. Substance-Related & Addictive Disorders		3	2	18 h (Home study, tasks,	
	9. Neurocognitive Disorders & Psychiatric Aspects of Chronic Illness		3	2		
	10. Women's Mental Health: Postpartum Depression & Related Conditions + Course Revision		3	2		
	11. Revision		3	1		
	12. Revision		3	-		
		90	36	18	36	

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	First week	-	0
2.	End Module exam	Second Week	**12**	**20%**
3.	Final Written Exam	16-20 Week	**24**	**40%**
4.	Final Clinical Exam	Second Week	**18**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**6**	**10%**
	Total		**60**	

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	**The Main (Essential) Reference for the Course** (must be written in full according to the scientific documentation method)	• Comer RJ. *Abnormal Psychology*. 11th ed. New York: Worth Publishers; 2021. ISBN: 9781319249349 • Kring AM, Johnson SL, Davison GC, Neale JM. *Abnormal Psychology*. 14th ed. Hoboken, NJ: Wiley; 2022. ISBN: 9781119705443.
	Other References	● American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR®)*. 5th ed., text revision. Arlington, VA: American Psychiatric Association Publishing; 2022. ISBN: 9780890425756
	Electronic Sources (Links must be added)	• PubMed (Psychiatry & Psychology search portal): https://pubmed.ncbi.nlm.nih.gov/?term=psychology+psychiatry • EQUATOR Network (Research reporting guidelines): https://www.equator-network.org/ • ICMJE (Recommendations for medical & psychological research publication): http://www.icmje.org/ • American Psychological Association (APA): https://www.apa.org/ • National Institute of Mental Health (NIMH): https://www.nimh.nih.gov/ • World Health Organization — Mental Health: https://www.who.int/mental_health/en/ • Egyptian Knowledge Bank (EKB): https://www.ekb.eg/ar/web/researchers/home
	Learning Platforms (Links must be added)	• **Interactive** e-learning platforms (ThinCi) • **Khan Academy – MCAT psychology & mental health** https://www.khanacademy.org/test-prep/mcat/behavior • **OpenLearn (The Open University) – psychology & mental health courses** https://www.open.edu/openlearn/science-maths-technology/psychology • **Coursera (Audit for free) – psychology & clinical mental health** https://www.coursera.org/courses?query=psychology

		• **edX (Audit for free) – psychology & neuroscience programs** https://www.edx.org/learn/psychology • **Egyptian Knowledge Bank (EKB) – full free access in Egypt** https://www.ekb.eg/ar/web/researchers/home • **MIT OpenCourseWare – brain & cognitive sciences / psychology** https://ocw.mit.edu/courses/brain-and-cognitive-sciences/ • **NIMH (National Institute of Mental Health) – free educational resources** https://www.nimh.nih.gov/health/educational-resources
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• desktop or laptop computers with stable internet access • projector and screen (for group teaching, case discussions, and presentations) • printers / scanners (for psychological tests, survey forms, and reports)
	Supplies	• library facilities & online access with updated textbooks and journals • survey / questionnaire forms (printed or digital)
	Electronic Programs	Interactive e-learning platforms (ThinCi) and Microsoft teams.
	Skill Labs/ Simulators	
	Virtual Labs	
	Other (to be mentioned)	

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