Course specification
Kafrelsheikh University
Faculty of Medicine
اعتماد توصيف مقررات الفرقة الرابعة

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
Medicine II Surgery II
S7M1/S2M2
2025 /2026

1. Basic Information

Course Title	**Medicine II Surgery II**			
Course Code	**S7M1/S2M2**			
Department/s participating in delivery of the course	**General surgery department** **Hepatology, gastroenterology, and infectious diseases Department**			
	Theoretical	**Clinical**	**Directed Self-learning**	**Total**
Number of credit hour of the course = 6	3.5	**1.5**	1	6
Number of contact hour of the course = 150	52.5	**67.5**	30	150
Course Type	Obligatory			
Course duration	6 weeks			
Academic level at which the course is taught	fourth year/7th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit **hour**)			
Faculty	Kafrelsheikh Faculty of Medicine			
University	Kafrelsheikh University			
Name of Course Coordinator	Ahmed aouf			
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 integrated course aims to provide students with the essential knowledge and clinical skills required to recognize, diagnose, and manage common gastrointestinal, hepatic, biliary, and related infectious and surgical conditions. It emphasizes the correlation between basic sciences and clinical practice, focusing on understanding pathophysiology, clinical manifestations, and management principles. Students will learn to take structured patient histories, perform relevant physical examinations, interpret investigations, and apply evidence-based approaches to treatment and prevention. The course also fosters professional behavior, ethical practice, teamwork, and communication skills necessary for delivering safe, holistic, and patient-centered care in both medical and surgical contexts..

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	Take a comprehensive and focused history from patients presenting with gastrointestinal, hepatic, and infectious disease complaints, including abdominal pain, dyspepsia, vomiting, dysphagia, diarrhea, jaundice, ascites, fever, and weight loss.
		1.1.2	Take a focused surgical history from patients presenting with hernia, obstructive jaundice, achalasia, colon cancer, or other GIT surgical disorders, including onset, progression, complications, and prior surgical interventions.
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 a systematic physical examination relevant to gastrointestinal, hepatic, and infectious disease conditions, including general examination for pallor, jaundice, fever, lymphadenopathy, and edema, and focused abdominal examination for ascites, hepatomegaly, splenomegaly, abdominal masses, and bowel sounds.

		1.4.2	Perform a detailed surgical examination of the abdomen, including inspection, palpation, percussion, and auscultation, to identify hernias, masses, organomegaly, or signs of peritonitis and bowel obstruction.
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 and interpret appropriate laboratory and radiological investigations for gastrointestinal, hepatic, and infectious diseases, such as liver function tests, viral markers, complete blood count, stool analysis, abdominal ultrasound, CT, MRI, and endoscopy, while considering cost-effectiveness and clinical relevance
		1.6.2	Select and interpret pre- and post-operative investigations such as abdominal ultrasound, CT, MRCP, endoscopy, colonoscopy, and tumor markers for surgical GIT and hepatobiliary diseases.
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 clinical findings with laboratory tests (e.g., liver function tests, viral serology, stool analysis, CBC) and radiological/endoscopic investigations (e.g., abdominal ultrasound, CT, MRI, upper and lower endoscopy) in the detection, differential diagnosis, and management of, GIT disorders.
		1.10.2	Correlate surgical signs, imaging, and operative findings to establish diagnosis and plan management for hernias, biliary obstruction, and colorectal cancer
1.11	Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	1.11.1	assist in diagnostic and interventional procedures related to gastrointestinal diseases in a safe and professional manner, recognizing indications, basic steps, and adaptations required for changing clinical circumstances.

		1.11.2	Assist in minor surgical procedures such as hernia examination, wound care, and therapeutic interventions under supervision.
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	Develop preoperative, intraoperative, and postoperative management plans for surgical GIT conditions based on evidence and patient-centered care.
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 appropriate pharmacological and non-pharmacological approaches to alleviate pain and provide palliative care for patients with serious gastrointestinal diseases, aiming to relieve suffering and improve quality of life.
		1.16.2	Apply surgical and non-surgical pain management and palliative care in terminal surgical conditions (e.g., advanced HCC, inoperable colon cancer).
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	Provide compassionate care for patients with terminal or advanced gastrointestinal and hepatic conditions (e.g., decompensated cirrhosis, hepatocellular carcinoma, end-stage liver failure, advanced pancreatic or biliary malignancies), focusing on symptom relief (ascites, pain, pruritus, encephalopathy), palliative support, and patient dignity.
		1.17.2	Provide end-of-life and palliative surgical support for advanced gastrointestinal malignancies, including symptom relief (obstruction, bleeding, pain).
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	Identify the key determinants of gastrointestinal, hepatic, and infectious diseases (genetic, environmental, lifestyle, and socioeconomic factors) and apply principles of prevention, including vaccination, screening, infection control, health education, and lifestyle modification, to promote individual and community health.
		2.1.2	Identify surgical risk factors and determinants influencing outcomes in GIT surgery (nutrition, infection control, comorbidities).

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 the causes and major risk factors of common gastrointestinal, hepatic, and infectious diseases, including GERD, peptic ulcer disease, viral hepatitis (HBV, HCV), cirrhosis, portal hypertension, hepatocellular carcinoma, schistosomiasis, typhoid, malaria, HIV, and COVID-19
		2.4.2	Identify risk factors and preventive strategies for surgical GIT diseases such as colorectal cancer, gallstones, and hernia formation.
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	Explain prevention principles for common gastrointestinal, hepatic, and infectious diseases through vaccination, screening, hygiene, vector control, and lifestyle modification, while promoting health education and community empowerment.
		2.5.2	Explain preventive measures for surgical complications (e.g., infection control, wound care, thromboembolism prevention).
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	Recognize the epidemiology of common gastrointestinal, hepatic, and infectious diseases in the community (e.g., viral hepatitis, schistosomiasis, typhoid, malaria, HIV, COVID-19) and apply systematic public health approaches—such as surveillance, screening, vaccination, sanitation, and health education—to reduce their incidence and prevalence
		2.6.2	Demonstrate professionalism, surgical discipline, teamwork, and patient respect during ward rounds, operations, and clinics.
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	Exhibit professionalism by demonstrating honesty, integrity, compassion, respect, and commitment in all clinical interactions and patient care
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	Demonstrate professionalism by treating all patients equitably, avoiding stigma or discrimination, and ensuring the confidentiality and privacy of patient information
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	Refer patients to the appropriate health facility at the correct stage, such as advanced liver disease requiring transplantation, complicated gastrointestinal bleeding needing endoscopy, severe infections (e.g., meningitis, malaria, COVID-19) requiring specialized care, or suspected malignancies (e.g., HCC, colorectal cancer) for oncological management.
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	4.5.1	. Identify neoplastic causes of gastrointestinal and hepatic diseases such as hepatocellular carcinoma (HCC) and colorectal cancer, and discuss their pathogenesis and impact on organ function and overall health.

	explain the ways in which they operate on the body (pathogenesis)		
		4.5.2	Identify the genetic, developmental, and metabolic causes of gastrointestinal and hepatic disorders such as genetic hemochromatosis and Wilson's disease, and explain their underlying pathogenesis.
		4.5.3	Identify toxic and infectious causes of gastrointestinal and hepatic disorders, including drug-induced liver injury, viral hepatitis, and schistosomiasis, and describe their mechanisms of tissue damage.
		4.5.4	Identify autoimmune and inflammatory causes of gastrointestinal and hepatic diseases such as autoimmune hepatitis and inflammatory bowel disease, and explain their immunopathogenesis and clinical implications.
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 pathogenesis, clinical presentation, and complications of common upper gastrointestinal diseases, including gastroesophageal reflux disease (GERD) and peptic ulcer disease.
		4.6.2	Describe pharmacology relevant to surgical practice (antibiotic prophylaxis, analgesics, anesthetics, anticoagulants, and perioperative medications).
		4.6.3	Explain the pathogenesis, clinical presentation, and complications of major hepatic diseases, including cirrhosis, viral hepatitis, and hepatocellular carcinoma
		4.6.4	Explain the pathogenesis, clinical presentation, and complications of portal hypertension and related conditions, including ascites and variceal bleeding, emphasizing their impact on liver and systemic function.
		4.6.5	Explain the pathogenesis, clinical presentation, and complications of important infectious diseases affecting the gastrointestinal and hepatic systems, including schistosomiasis, typhoid fever, malaria, HIV, COVID-19, and meningitis
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 actions, therapeutic uses, pharmacokinetics, side effects, and interactions of drugs used in gastrointestinal, hepatic, and infectious diseases (e.g., PPIs, antivirals for HBV/HCV, anti-parasitics, antibiotics, immunosuppressants), including considerations in long-term therapy, polypharmacy, non-prescribed medications, and their broader effects on individual patients and the population.
4.8	Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities	4.8.1	

5.1	Recognize the important role played by other health care professionals in patients' management	5.1.1	Recognize the roles and contributions of other health-care professionals in the multidisciplinary management of patients with gastrointestinal and hepatic disorders, and demonstrate respect for teamwork and collaborative care.
		5.1.2	Collaborate effectively within surgical teams, operating room staff, and interdisciplinary care units for optimal patient outcomes.
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	Collaborate effectively with colleagues and other healthcare professionals, demonstrating respect and teamwork in clinical and learning activities
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 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	
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	Regularly reflect on and evaluate personal performance in clinical and academic activities using multiple indicators and reliable 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	Use various properties in collecting information
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	Effectively manage own learning time and available resources related to gastrointestinal and hepatic diseases, setting clear priorities to achieve academic and clinical learning goals efficiently during the GIT module.
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. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussi on groups/ .....)	Training (Clinical Rounds)	Others Directed self learning
1.	1. **Surgery:** Introduction of Hernia	37.5	2	3	
	2. **Internal Medicine:** History Taking & General Explanation		2	3	
	3. **Surgery:** Hernia		2	3	2
	4. **Internal Medicine:** Local Examination (Inspection & Palpation) & GERD		2	3	2
	5. **Surgery:** Biliary System (All)		2	3	3.5
	6. **Internal Medicine:** Liver, Cirrhosis, Gastritis, *Helicobacter pylori*		3	2	
2.	7. **Surgery:** Liver	37.5	2	3	
	8. **Internal Medicine:** Peptic Ulcer & Ascites		2	3	
	9. **Surgery:** Obstructive Jaundice & Esophageal Achalasia		2	3	2
	10. **Internal Medicine:** Jaundice & Schistosomiasis		2	3	2
	11. **Surgery:** Esophagus & Stomach		2	3	3.5
	12. **Internal Medicine:** Infection & Portal Hypertension (PHT)		3	2	
3.	13. **Surgery:** Spleen	37.5	2	3	
	14. **Internal Medicine:** Diarrhea & Malabsorption		2	3	
	15. **Surgery:** Colon		2	3	2
	16. **Internal Medicine:** Hepatitis Viruses		2	3	2
	17. **Surgery:** Colon Cancer		2	3	3.5

	18. **Internal Medicine:** Hepatic Encephalopathy (HE), Brucellosis, Meningitis		3	2	
4.	19. **Surgery:** Revision & Integration Topics	37.5	2.5	2.5	
	20. **Internal Medicine:** HCC, FMF, COVID, Heat & Infections		2	3	
	21. **Revision**		2	3	2
	22. 21.		2	3	2
	23. 21.		2	3	3.5
	24. 21.		3	2	
			45	67.5	30

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	Second week	0	0
2.	End Module exam	Fourth Week	30	23%
3.	Final Written Exam	16-20 Week	60	40%
4.	Final Clinical Exam	Fourth Week	50	30%
5.	Assignments/Portfolio	Throughout the Module	10	7%
	Total		150	100%

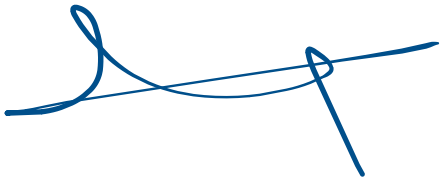
6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	**The Main (Essential) Reference for the Course** (must be written in full according to the scientific documentation method)	• Fauci, Anthony S.; Kasper, Dennis L.; Hauser, Stephen L.; et al, (2018). Harrison's Principles of Internal Medicine, Twentieth Edition (20th ed.) • Papadakis, Maxine A.; Rabow, Michael W.; McPhee, Stephen J.; et al. (2024). CURRENT Medical Diagnosis & Treatment, 2024 (62nd ed.). New York: McGraw-Hill.. Elsevier.https://www.elsevier.com/books/sabiston-textbook-of-surgery/9780323640633Norman, S., O'Connell, P. R., & Williams, N. S. (2022). Bailey & Love's Short Practice of Surgery (28th ed.). Boca Raton, FL: CRC Press.
	Other References	Ralston, S. H., Penman, I. D., Strachan, M. W. J., et al. (2018). Davidson's principles and practice of medicine (23rd ed.). Elsevier Health Sciences

	Electronic Sources (Links must be added)	**American Association for the Study of Liver Diseases (AASLD) — Practice Guidelines** https://www.aasld.org/practice-guidelines https://www.who.int/health-topics/infectious-diseases https://easl.eu/publications/clinical-practice-guidelines/ **National Institute for Health and Care Excellence (NICE) — Surgical Guidelines** https://www.nice.org.uk/guidance https://www.futurelearn.com/subjects/healthcare-medicine-courses/surgery https://my.incision.care/login?refApp=academy&refUrl=https:%2F%2Facademy.incision.care%2Fcourses
	Learning Platforms (Links must be added)	https://www.freecme.com/specialties/gastroenterology-cme-courses?utm_source=chatgpt.com https://clinicaloptions.com/activities/gastroenterology?utm_source=chatgpt.com https://www.medscape.org/gastroenterology?utm_source=chatgpt.com https://www.cdc.gov/project-firstline/index.html?utm_source=chatgpt.com https://www.coursera.org/courses?query=surgery https://openwho.org/ **TeachMeSurgery – Comprehensive Free Surgical Reference** https://teachmesurgery.com/ **ClinicalKey Student (Free Trial Access for Texts and Videos)** https://www.clinicalkey.com/student/
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• Skill lab / simulation based learning • Scalpel (No. 10, 11, 15 blades with handles) • Surgical scissors (Mayo, Metzenbaum) • Tissue forceps (Adson, DeBakey) • Hemostats (Mosquito, Kelly, Crile) • Needle holders (Mayo-Hegar, Olsen-Hegar) • Retractors (Langenbeck, Deaver, Richardson, Army-Navy) • Suction apparatus (Yankauer, Poole, Frazier suction tips) • Sponge-holding forceps and towel clips • Electrocautery unit (Monopolar and Bipolar diathermy) • • Hernia dissecting scissors and forceps • • Hernia retractors (Farabeuf, Doyen)

		• • Hernia mesh and mesh fixation instruments (Tacker, stapler) • • Hernia needle (Desjardins, Ferguson) • • Ligature carriers and suture materials (Prolene, Vicryl) • Sphygmomanometer (manual/digital) • Thermometer (digital/infrared/mercury)growth assessment tools (infantometers, stadiometers, weighing scales)
	Supplies	• library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, , disposable diagnostic materials • Skill lab / simulation based • library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, , disposable diagnostic materials • Sterile gloves (various sizes) • Syringes and needles (1 ml to 20 ml) •
	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

منسق المقرر
احمد عوف



مدير البرنامج
هاني برج

Course Specifications

Pediatric 1

S7M2/P1

2025 /2026

1. Basic Information

Course Title	**Pediatric 1**			
Course Code	**S7M2/P1**			
Department/s participating in delivery of the course	**Pediatric**			
Number of credit hour of the course = 7	**Theoretical**	**clinical**	**Directed Self-learning**	**Total**
	4	**2**	**1**	7
Contact hours	60	**90**	30	180
Contact hours/ week	5 weeks			
Course Type	Obligatory			
Academic level at which the course is taught	fourth year/7th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit hour)			
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 introduces the fundamentals of pediatric medicine, including growth and development, preventive health, common behavioral and endocrine disorders, pediatric emergencies, and neonatal care. It covers infectious, genetic, and metabolic conditions, nutrition and malnutrition, and principles of pediatric resuscitation and critical care, emphasizing diagnosis, management, and preventive strategies for children.

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 pediatric history from the patient (if appropriate) and/or caregivers, covering growth, development, presenting complaints, past medical history, family, and social context.
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	
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 pediatric patients systematically, assessing all body systems and identifying red flag signs of clinical emergencies
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 and interpret appropriate investigations for a pediatric patient and adjust the management plan based on the results
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 history, physical examination, and pediatric investigation results to formulate a diagnosis, ordering and correlating laboratory and radiological tests as appropriate.

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	Demonstrate appropriate neonatal and pediatric resuscitation procedures, including basic and advanced life support, in relevant clinical scenarios.
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	Discuss role of proper nutrition in normal growth and development and prevention of over nutrition and malnutrition.
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 the sources and epidemiology of pediatric infectious 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	Explain disease prevention principles for newborns, infants, and children, and provide guidance on routine and special vaccines in Egypt
2.6	Recognize the epidemiology of common diseases within his/her community and apply the systematic	2.6.1	

	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	
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 professionalism by maintaining appropriate appearance, displaying institutional identity, treating all pediatric patients equitably, and avoiding stigma or discrimination
		3.1.2	Exhibit effective communication, teamwork, and commitment to continuous self-directed learning in pediatric clinical settings
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	Respect the patient's and/or relatives' rights and privacy about the clinical condition.
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	
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,	4.3.1	

	development and aging on the individual and his family		
4.4	Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease	4.4.1	
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	Explain the pathophysiology, causes, and clinical features of pediatric diseases, including inflammatory processes and the inheritance patterns of genetic disorders
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 altered structure and function of body systems in pediatric diseases and conditions, including the effects of nutrition and impacts on growth and development
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	Apply collaborative strategies to promote understanding, manage differences, resolve conflicts, and effectively participate in small-group pediatric learning activities
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	
5.10	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	Engage with learning opportunities using web-based and other resources while interacting with colleagues, peers, and faculty for self-directed pediatric learning.
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

6. Interactive Lectures
7. Tutorial classes
8. Clinical classes
9. Directed self learning.
10. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussi on groups/ .....)	Training (Clinical Rounds)	Others Directed self learning
1.	1. Growth & development	36	2	3	
	2. Prematurity		2	3	2
	3. Fever & Pyrexia of Unknown Origin		2	3	
	4. Neonatal sepsis		2	3	2
	5. Rickets		2	3	
	6. Developmental & behavioral disorder		2	3	2
2.	7. Viral infections	36	2	3	
	8. Congenital hypothyroidism		2	3	2
	9. Preventive medicine		2	3	
	10. Short stature		2	3	2
	11. Infection		2	3	
	12. Coma		2	3	2
3.	13. Genetic disorders	36	2	3	
	14. **Revision**		2	3	2
	15. Respiratory distress syndrome (RDS)		2	3	
	16. **Revision**		2	3	2
	17. Infection		2	3	
	18. Infection		2	3	2
4.	19. **Revision**	36	2	3	
	20. Feeding		2	3	2
	21. Feeding		2	3	
	22. **Revision**		2	3	2
	23. Malnutrition		2	3	
	24. Respiratory failure		2	3	2
5.	25. Respiratory failure	36	2	3	
	26. Shock		2	3	2
	27. **Revision**		2	3	
	28. **Revision**		2	3	2
	29. **Revision**		2	3	
	30. **Revision**		2	3	2
		180	60	90	30

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	Second week		
2.	End Module exam	fifth Week	**32.5**	**20%**
3.	Final Written Exam	16-20 Week	**70**	**40%**
4.	Final Clinical Exam	fifth Week	**55**	**30%**
5	Assignments/Portfolio	Throughout the Module	**17.5**	**10%**
	Total		**175**	

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)	• behrman re, kleigman rm, jenson hb. nelson textbook of pediatrics. 22nd ed. elsevier; 2021. • marcdante k, kliegman rm. reddy & marcdante's pediatrics: diagnosis and management. 6th ed. elsevier; 2020.
	Other References	oski fa, honig p. oski's pediatrics: principles & practice. 5th ed. crc press; 2021.
	Electronic Sources (Links must be added)	• american academy of pediatrics: https://www.aap.org/en/patient-care/clinical-guidelines/ • pubmed pediatrics search portal: https://pubmed.ncbi.nlm.nih.gov/?term=pediatrics • medlineplus: https://medlineplus.gov/pediatrics.html
	Learning Platforms (Links must be added)	https://www.osmosis.org/learn/Pediatrics https://www.ekb.eg/ar/web/researchers/home https://www.openpediatrics.org/?utm_source=chatgpt.com https://www.coursera.org/courses?utm_source=chatgpt.com https://www.classcentral.com/tag/pediatric?utm_source=chatgpt.com
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• infant and pediatric stethoscopes, sphygmomanometers, thermometers • neonatal resuscitation equipment (bag-mask, suction devices) • otoscopes and ophthalmoscopes suitable for children • growth assessment tools (infantometers, stadiometers, weighing scales)
	Supplies	• library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, vaccines, disposable diagnostic materials for pediatric patients
	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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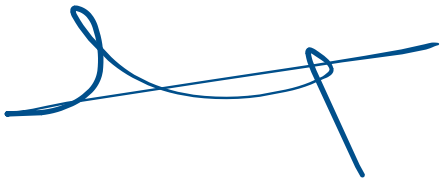

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Course Specifications

S7M3/OG1

OGYN (I)

2025 /2026

6. Basic Information

Course Title	**OGYN (I)**			
Course Code	**S7M3/OG1**			
Department/s participating in delivery of the course	**Obstetrics and Gynecology department**			
	Theoretical	**clinical**	**Directed Self-learning**	**Total**
Number of credit points of the course = 7	4	2	1	
Contact hours	60	90	30	
Course Type	Obligatory			
Course duration	5 weeks			
Academic level at which the course is taught	Fourth year/7^{h} 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 module introduces the fundamentals of obstetrics, focusing on normal pregnancy, physiological changes, and antenatal care. It covers complications such as abortion, ectopic pregnancy, gestational trophoblastic disease, antepartum hemorrhage, preterm labor, PROM, hypertensive and metabolic disorders, and multiple gestation. Students learn the physiology and management of labour, fetal growth abnormalities, amniotic fluid disorders, and post-term pregnancy, emphasizing maternal and fetal assessment, diagnosis, and safe clinical management.

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 detailed obstetric history including menstrual, contraceptive, obstetric, and medical background, focusing on current pregnancy complaints and risk factors.
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 complete obstetric and general examinations including abdominal palpation, fundal height measurement, and fetal heart assessment with cultural sensitivity.
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	Prioritize obstetric problems during patient encounters by identifying life-threatening and urgent maternal or fetal conditions, ensuring timely and appropriate management
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	Select and interpret relevant investigations for antenatal, intrapartum, and postpartum care, including ultrasound, CBC, urine analysis, and fetal well-being assessments.
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 clinical and biomedical sciences relevant to obstetric conditions to interpret maternal and fetal changes, guide diagnosis, and inform safe, effective management decisions
1.9	Retrieve, analyze, and evaluate relevant and current data from literature, using information	1.9.1	

	technologies and library resources, in order to help solve a clinical problem based on evidence (EBM)		
		1.9.2	
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Correlate findings from history, examination, and investigations to diagnose normal and high-risk pregnancies, such as preeclampsia, diabetes, and anemia.
1.11	Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	1.11.1	Perform obstetric diagnostic and interventional procedures such as pelvic examination, ultrasound assessment, and delivery techniques skillfully and safely on models.
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	apply safety measures during obstetric care to prevent complications, ensure maternal and fetal safety, and maintain high standards of clinical practice.
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	Develop evidence-based management plans for antenatal, intrapartum, and postpartum care in collaboration with patients and the healthcare team.
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	Respect patients' rights and involve women and/or their families in informed decision-making regarding contraceptive choices, ensuring autonomy, confidentiality, and culturally sensitive counseling
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	Provide emergency obstetric care, including management of postpartum hemorrhage, eclampsia, and shoulder dystocia, and perform basic life support.
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 safe pharmacological and supportive measures for obstetric conditions such as preeclampsia, infection, and anemia.
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	Explain the role of maternal nutrition, hygiene, and antenatal care in promoting maternal and fetal health.
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	Recognize the economic, psychological, social, and cultural factors that may affect maternal and fetal wellbeing during pregnancy, labor, and the postpartum period.
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	Discuss the role of nutrition and physical activity in promoting maternal health, supporting fetal development, and preventing pregnancy-related complications.
2.4	Identify the major health risks in his/her community, including	2.4.1	Identify major maternal and perinatal health risks in the community, including demographic, occupational, environmental,

	demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases		and endemic factors contributing to obstetric complications and adverse pregnancy outcomes
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	Promote maternal health education regarding antenatal visits, breastfeeding, birth spacing, and prevention of maternal mortality.
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	Recognize the epidemiology of common maternal and neonatal diseases in the community and apply evidence-based strategies to prevent, reduce, or control their incidence and prevalence.
2.7	Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	2.7.1	Provide evidence-based care tailored to pregnant women, postpartum mothers, addressing their physiological, nutritional, and psychosocial needs, and recognizing special considerations for adolescents in pregnancy and high-risk maternal populations.
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 professionalism, empathy, and respect for pregnant women, their families, and cultural beliefs during care.
		3.1.2	Exhibit effective communication, teamwork, and commitment to continuous self-directed learning in clinical settings
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 professional standards and legal regulations governing obstetric practice, following the national code of ethics issued by the Egyptian Medical Syndicate in all clinical and patient care activities
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 during obstetric history taking, examinations, and delivery procedures.
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	refer high-risk pregnancies and obstetric emergencies to specialized care facilities promptly.

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 anatomy and physiology of the female reproductive system, placenta, and fetal circulation.
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	Explain normal psychological and emotional responses during pregnancy, labor, and the postpartum period, and apply psychological frameworks to interpret varied maternal and family reactions to pregnancy and childbirth-related conditions
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	Explain the pathophysiology and etiology of obstetric disorders such as ectopic pregnancy, preeclampsia, and gestational diabetes.
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 altered structure and function of body systems in pediatric diseases and conditions, including the effects of nutrition and impacts on growth and development
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 pharmacological management of pregnancy-related disorders, including safe drug use during pregnancy and lactation.
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	Respect colleagues, and other healthcare professionals in the management of obstetric patients.
5.3	Implement strategies to promote understanding, manage differences, and resolve conflicts	5.3.1	Apply collaborative strategies to promote understanding, manage differences, resolve conflicts, and effectively participate in small-group learning activities

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 written health records, electronic medical records, and other digital technologies to document maternal and fetal data accurately and ensure continuity of obstetric care.
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	
5.11	Improve the health service provision by applying a process of continuous quality improvement	5.11.1	Demonstrate understanding of maternal health indicators and methods for improving the quality of obstetric care.
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	Regularly reflect on personal clinical performance in obstetric practice using feedback and learning outcomes.
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	Participate actively in inter-professional obstetric case discussions and collaborative learning sessions.
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	Summarize and communicate research findings in obstetrics clearly and accurately to both professional colleagues and lay audiences, emphasizing evidence-based practice and maternal health improvement

4. Teaching and Learning Methods

11. Interactive Lectures
12. Tutorial classes
13. Clinical classes
14. Directed self-learning.
15. simulated patient
16. Skill lab
17. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussi on groups/ …...)	Training (Clinical Rounds)/ skill lab / simulated patient	Others
1.	**1.** Physiology of conception	36	**2**	**3**	
	2. Development and functions of the placenta		**2**	**3**	**2**
	3. Fetal membranes and fetal circulation		**2**	**3**	
	4. Physiological changes during pregnancy		**2**	**3**	**2**
	5. Antenatal care and maternal assessment		**2**	**3**	
	6. Early pregnancy loss (abortion)		**2**	**3**	**2**
2.	**7.** Ectopic pregnancy	36	**2**	**3**	
	8. Gestational trophoblastic disease (vesicular mole)		**2**	**3**	**2**
	9. Placenta previa		**2**	**3**	
	10. Accidental hemorrhage (abruption placentae)		**2**	**3**	**2**
	11. Vasa previa		**2**	**3**	
	12. Preterm labour (PTL)		**2**	**3**	**2**
3.	**13.** Premature rupture of membranes (PROM)	36	**2**	**3**	
	14. Fetal growth abnormalities — SGA, IUGR, and LGA		**2**	**3**	**2**

	15. Amniotic fluid abnormalities — oligohydramnios and polyhydramnios		**2**	**3**	
	16. Post-term pregnancy		**2**	**3**	**2**
	17. Rh isoimmunization and hemolytic disease of the newborn		**2**	**3**	
	18. Multiple pregnancy		**2**	**3**	**2**
4.	**19.** Hypertensive disorders of pregnancy (PET, eclampsia)	**36**	**2**	**3**	
	20. Diabetes mellitus and endocrine disorders in pregnancy		**2**	**3**	**2**
	21. Anemia in pregnancy		**2**	**3**	
	22. Heart disease and pregnancy		**2**	**3**	**2**
	23. Venous thromboembolism (VTE)		**2**	**3**	
	24. Hyperemesis gravidarum		**2**	**3**	**2**
5.	25. Normal labour and its mechanism	**36**	**2**	**3**	
	26. Complications of labour and delivery		**2**	**3**	**2**
	27. Puerperium and postpartum care		**2**	**3**	
	28. Revision		**2**	**3**	**2**
	29. Revision		**2**	**3**	
	30. Revision		**2**	**3**	**2**
		180	**60**	**90**	**30**

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	Third week	0	0
2.	End Module exam	fifth Week	**32.5**	**20%**
3.	Final Written Exam	16-20 Week	**70**	**40%**
4.	Final Clinical Exam	fifth Week	**55**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**17.5**	**10%**
	Total		**175**	**100%**

7. 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)	**Cunningham, F. Gary; Leveno, Kenneth J.; Bloom, Steven L.; Dashe, Jodi S.; Hoffman, Barbara L.; Casey, Brian M.; Spong, Catherine Y. (2022).** *Williams Obstetrics, 27th Edition*. New York: McGraw-Hill Education. https://www.amazon.com/williams-obstetrics-27th-edition/s?k=williams+obstetrics+27th+edition&utm_source=chatgpt.com **Fraser, Diane M.; Cooper, Margaret A.; Nolte, Agnes G.W. (2021).** *Myles Textbook for Midwives, 17th Edition*. Edinburgh: Elsevier. https://shop.elsevier.com/books/myles-textbook-for-midwives/marshall/978-0-7020-7642-8?utm_source=chatgpt.com
	Other References	Hacker, Neville F.; Gambone, Joseph C.; Hobel, Calvin J. (2021). Hacker & Moore's Essentials of Obstetrics and Gynecology, 7th Edition. Philadelphia: Elsevier. https://www.us.elsevierhealth.com/hacker-moores-essentials-of-obstetrics-and-gynecology-9781455775583.html
	Electronic Sources (Links must be added)	**American College of Obstetricians and Gynecologists (ACOG) – Clinical Practice Guidelines**https://www.acog.org/clinical **World Health Organization (WHO) – Maternal and Perinatal Health**https://www.who.int/health-topics/maternal-health Royal College of Obstetricians and Gynaecologists (RCOG) – Guidelines and Publications https://www.rcog.org.uk/guidelines Centers for Disease Control and Prevention (CDC) – Reproductive Health https://www.cdc.gov/reproductivehealth
	Learning Platforms (Links must be added)	https://www.medscape.org/obgyn https://www.coursera.org/courses?query=obstetrics https://bestpractice.bmj.com/topics/en-gb/obstetrics-and-gynaecology https://openwho.org/channels/maternal-health
	Other (to be mentioned)	
Supportive facilities & equipment for	**Devices/Instruments**	Fetoscope / Pinard stethoscope Doppler fetal monitor Sphygmomanometer Partograph Speculum

teaching and learning *		Pelvimeter Vacuum extractor / Ventouse Obstetric forceps Neonatal resuscitation equipment
	Supplies	• Sterile gloves and gowns • Surgical drapes and towels • Antiseptic solution (e.g., povidone-iodine) • Umbilical cord clamps • Mucus extractor / suction catheter • IV fluids and administration sets • Oxytocin and uterotonic drugs • Suture materials • Sterile gauze and cotton • Disposable syringes and needles • Urinary catheters • Perineal pads and sanitary materials
	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

S8M1/S3aM3a

2025 /2026

1. Basic Information

Course Title	**Surgery IIIa** **Medicine IIIa**			
Course Code	S8M1/S3aM3a			
Department/s participating in delivery of the course	**Orthopedic department** **Rheumatology, rehabilitation and Physical medicine Department**			
	Theoretical	**Clinical**	**Directed Self-learning**	**Total**
Number of credit hour of the course = 3	1.5	**1**	0.5	3
Number of contact hour of the course = 82.5	22.5	**45**	15	82.5
Course Type	Obligatory			
Academic level at which the course is taught	fourth year/8th 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 module provides students with integrated knowledge and skills in Rheumatology and Orthopedics, focusing on the diagnosis and management of musculoskeletal, joint, and connective tissue disorders. Students will learn to take structured histories, perform relevant physical examinations, and interpret laboratory and imaging findings. The course emphasizes understanding disease mechanisms, applying evidence-based management, and promoting patient safety and rehabilitation. Through clinical

exposure and case discussions, students will develop competence in handling both medical and surgical aspects of musculoskeletal conditions, including arthritis, fractures, bone infections, and degenerative disorders, while demonstrating professionalism, empathy, and effective communication in patient-centered care.

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 structured history focusing on joint pain, stiffness, swelling, and systemic features relevant to Rheumatologic diseases (RA, SPA, JIA, OA, Gout, SLE).
		1.1.2	. Take a focused orthopedic history for patients presenting with fractures, joint injuries, back pain, or deformities.
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	Demonstrate empathy and respect when managing patients with chronic musculoskeletal or rheumatic pain.
1.3	Assess the mental state of the patient	1.3.1	Recognize the psychological impact of chronic pain and disability on orthopedic and rheumatologic 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 systematic musculoskeletal examination including joint inspection, palpation, range of motion, and special tests for rheumatic diseases.
		1.4.2	. Perform orthopedic examination of bones, joints, spine, and soft tissues to detect deformities, tenderness, and restricted movement.
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	Identify and prioritize urgent musculoskeletal or joint conditions requiring immediate management.
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	interpret lab and imaging findings such as ESR, CRP, ANA, RF, uric acid, and X-rays for rheumatologic diagnosis.
		1.6.2	Interpret X-rays, CT, MRI, and bone scans for diagnosis of fractures, bone tumors, and infections.
1.7	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	1.7.1	Demonstrate appropriate judgment in complex or overlapping musculoskeletal presentations.

1.8	Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand	1.8.1	Apply immunopathology and inflammatory mechanisms to interpret disease processes in RA, SLE, and Vasculitis.
		1.8.2	Apply orthopedic pathology and biomechanics to interpret bone healing, degeneration, and deformities.
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	Use literature and online sources to guide evidence-based diagnosis and management in orthopedic and rheumatologic practice.
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Correlate clinical, serological, and radiological data to establish differential diagnosis in rheumatologic disorders.
		1.10.2	.
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 techniques of fracture reduction, immobilization, and casting under supervision
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	Apply safe handling techniques and aseptic measures during orthopedic procedures and patient mobilization.
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 evidence-based treatment plans combining medical, surgical, and rehabilitative approaches.
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 the appropriate, corticosteroids, biologics, and lifestyle modifications for managing rheumatologic conditions.
		1.16.2	Apply the appropriate analgesics, antibiotics, and anti-inflammatory medications in fracture, infection, and bone tumor 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	
2.1	Identify the basic determinants of health and principles of health improvement	2.1.1	Discuss socioeconomic and psychological effects of chronic rheumatic diseases and disability.
		2.1.2	Recognize socioeconomic factors affecting outcomes in trauma and chronic orthopedic disability.
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	Explain importance of diet, weight control, and exercise in managing gout, OA, and OP.
		2.3.2	. Discuss the importance of physiotherapy, nutrition, and weight-bearing exercises in fracture healing and prevention of osteoporosis
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	Recognize epidemiology and prevention of rheumatic diseases in the community
		2.6.2	. Identify epidemiology and prevention of musculoskeletal injuries and bone diseases in 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 proper actions to safeguard their welfare	2.8.1	
3.1	Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating	3.1.1	Demonstrate empathy and effective communication when managing patients with chronic pain and disability.

	honesty, integrity, commitment, compassion, and respect		
		3.1.2	Demonstrate teamwork and professionalism during orthopedic emergencies.
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	
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 anatomy and physiology of musculoskeletal and connective tissue systems.
		4.1.2	Describe anatomy and physiology of bones, joints, cartilage, and ligaments relevant to orthopedic conditions.
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	4.4.1	

	psychology to interpret the varied responses of individuals, groups and societies to disease		
4.5	Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis)	4.5.1	Explain immunological, metabolic, and genetic mechanisms in autoimmune and degenerative diseases.
		4.5.2	. Explain traumatic, infectious, neoplastic, and metabolic causes of orthopedic 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 alterations in joints, bones, and connective tissue in rheumatic diseases.
		4.6.2	Describe pathological changes in bone fractures, osteomyelitis, bone tumors, and spinal deformities.
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 pharmacology, side effects, and interactions of DMARDs, biologics, and corticosteroids.
		4.7.2	Explain pharmacology, indications, and side effects of antibiotics, analgesics, bisphosphonates, and anti-inflammatory drugs in orthopedic practice.
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	
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	Use online databases and clinical tools for evidence-based management of rheumatologic diseases.
		5.9.2	. Use radiological databases and digital orthopedic resources for case review and surgical planning.
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 clinical skills and performance in rheumatologic case discussions to improve practice.
		6.1.2	Reflect on procedural skills and fracture management performance to enhance learning.
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	Collaborate effectively with physiotherapists, orthopedists, and occupational therapists in rheumatology care.
		6.5.2	Work collaboratively with surgeons, nurses, and rehabilitation teams in managing orthopedic conditions.

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

18. Interactive Lectures
19. Tutorial classes
20. Clinical classes
21. Directed self learning.
22. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching	Training (Clinical	Others

			(lectures/discussi on groups/ .....)	Rounds)	Directed self learning
1.	**25.** Orthopedic – Introduction to Orthopedic Surgery	**27.5**	**1.5**	**2**	
	26. Rheumatology: Introduction & Rheumatoid Arthritis (RA)		**1.5**	**2**	
	27. Orthopedic – Knee Osteoarthritis and Sports Injuries		**1**	**2**	**2.5**
	28. Rheumatology: Spondyloarthritis (SPA) & Juvenile Idiopathic Arthritis (JIA)		**1**	**3**	
	29. Orthopedic – Bone and Joint Infections (Osteomyelitis & Septic Arthritis)		**1.5**	**3**	
	30. Rheumatology: Osteoarthritis (OA) & Gout		**1**	**3**	**2.5**
2.	**31.** Orthopedic – Metabolic Bone Diseases	**27.5**	**1.5**	**2**	
	32. Rheumatology: Systemic Lupus Erythematosus (SLE)		**1.5**	**2**	
	33. Orthopedic – Fractures and Bone Healing		**1**	**2**	**2.5**
	34. Rheumatology: Osteoporosis (OP)		**1**	**3**	
	35. Orthopedic – Bone Tumors and Spinal Disorders (including Spondylolisthesis)		**1.5**	**3**	
	36. Rheumatology: Fibromyalgia		**1**	**3**	**2.5**
3.	**37.** Orthopedic – Orthopedic Emergencies and Rehabilitation	**27.5**	**1.5**	**2**	
	38. Rheumatology: Vasculitis & Sjögren's Syndrome (SS)		**1.5**	**2**	
	39. Rheumatology: Electrodiagnosis		**1**	**2**	**2.5**
	40. Revision		**1**	**3**	

	41. Revision		1.5	3	
	42. Revision		1	3	2.5
			22.5	45	15

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	Second week	**0**	**0**
2.	End Module exam	third Week	**15**	**23%**
3.	Final Written Exam	16-20 Week	**30**	**40%**
4.	Final Clinical Exam	third Week	**25**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**5**	**7%**
	Total		**75**	**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)	• Fauci, Anthony S.; Kasper, Dennis L.; Hauser, Stephen L.; et al, (2018). Harrison's Principles of Internal Medicine, Twentieth Edition (20th ed.) • Papadakis, Maxine A.; Rabow, Michael W.; McPhee, Stephen J.; et al. (2024). CURRENT Medical Diagnosis & Treatment, 2024 (62nd ed.). New York: McGraw-Hill.. Elsevier.https://www.elsevier.com/books/sabiston-textbook-of-surgery/9780323640633Norman, S., O'Connell, P. R., & Williams, N. S. (2022). Bailey & Love's Short Practice of Surgery (28th ed.). Boca Raton, FL: CRC Press.
	Other References	Ralston, S. H., Penman, I. D., Strachan, M. W. J., et al. (2018). Davidson's principles and practice of medicine (23rd ed.). Elsevier Health Sciences
	Electronic Sources (Links must be added)	**https://academy.incision.care** **American Association for the Study of Liver Diseases (AASLD) —** https://easl.eu/publications/clinical-practice-guidelines/ **National Institute for Health and Care Excellence (NICE) — Surgical Guidelines** https://www.nice.org.uk/guidance https://www.futurelearn.com/subjects/healthcare-medicine-courses/surgery https://my.incision.care/login?refApp=academy&refUrl=https:%2F%2Facademy.incision.care%2Fcourses

		American College of Rheumatology (ACR) — Clinical Practice Guidelines Evidence-based guidelines for the diagnosis and treatment of rheumatic and musculoskeletal diseases. https://rheumatology.org/clinical-practice-guidelines **European Alliance of Associations for Rheumatology (EULAR) — Recommendations and Guidelines** Expert consensus and clinical guidance on rheumatologic and musculoskeletal conditions. https://www.eular.org/recommendations_home.cfm
	Learning Platforms (Links must be added)	https://www.medscape.org/rheumatology h -courses?utm https://www.coursera.org/courses?query=surgery https://openwho.org/ **TeachMeSurgery – Comprehensive Free Surgical Reference** https://teachmesurgery.com/ **ClinicalKey Student (Free Trial Access for Texts and Videos)** https://www.clinicalkey.com/student/ https://academy.incision.care/
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• Skill lab / simulation based learning • • Assistive and rehabilitation devices: Walking aids, splints, orthotics, and physical therapy tools. • Scalpel (No. 10, 11, 15 blades with handles) • Surgical scissors (Mayo, Metzenbaum) • Tissue forceps (Adson, DeBakey) • Hemostats (Mosquito, Kelly, Crile) • Needle holders (Mayo-Hegar, Olsen-Hegar) • Retractors (Langenbeck, Deaver, Richardson, Army-Navy) • Suction apparatus (Yankauer, Poole, Frazier suction tips) • Sponge-holding forceps and towel clips • Electrocautery unit (Monopolar and Bipolar diathermy) • • Ligature carriers and suture materials (Prolene, Vicryl) • Sphygmomanometer (manual/digital) • Thermometer (digital/infrared/mercury)growth assessment tools (infantometers, stadiometers, weighing scales)
	Supplies	• library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, , disposable diagnostic materials • Skill lab / simulation based • library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, , disposable diagnostic materials

		• Sterile gloves (various sizes) • Syringes and needles (1 ml to 20 ml) •
	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

Name and Signature Course Coordinator	Name and Signature Program Coordinator

Course Specifications
Surgery IIIb
Medicine IIIb
S8M2/S3bM3b

2025 /2026

1. Basic Information

Course Title	**Surgery IIIb** **Medicine IIIb**			
Course Code	S8M2/S3bM3b			
Department/s participating in delivery of the course	**Neurosurgery department** **Psychiatry & neurology Department**			
	Theoretical	**Clinical**	**Directed Self-learning**	**Total**
Number of credit hour of the course = 3	1.5	**1**	0.5	3
Number of contact hour of the course = 82.5	22.5	**45**	15	82.5
Course Type	Obligatory			
Course duration	3 weeks			
Academic level at which the course is taught	fourth year/8th 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 module aims to provide students with integrated knowledge and clinical competence in Neurology and Neurosurgery, focusing on disorders affecting the brain, spinal cord, and peripheral nerves. Students will learn to take focused neurological histories, perform comprehensive examinations, and interpret neuroimaging and laboratory findings. The course emphasizes understanding the mechanisms, diagnosis, and management of common conditions such as stroke, coma, headache, CNS infections, hemiplegia, brain tumors, and spinal diseases. Through clinical exposure and problem-based learning, students will develop critical thinking, teamwork, and communication skills essential for providing safe, evidence-based, and compassionate care to patients with neurological 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	Obtain a comprehensive neurological history, including headache, seizures, weakness, sensory loss, and movement disorders.
		1.1.2	Take a focused neurological history for patients presenting with head injury, hydrocephalus, brain tumor, spinal disease, or peripheral nerve injury.
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	Evaluate the level of consciousness using Glasgow Coma Scale (GCS) and assess higher mental functions in neurosurgical patients.
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 systematic neurological examination including cranial nerves, motor, sensory, coordination, reflexes, and gait.
		1.4.2	Perform comprehensive neurological examination including cranial nerves, motor, sensory, reflexes, and coordination.
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	Interpret CT, MRI, lumbar puncture, and EEG findings in patients with stroke, meningitis, or encephalitis.
		1.6.2	interpret CT, MRI, lumbar puncture, and electrophysiological studies for neurosurgical disorders.
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 neuroanatomy and pathophysiology to explain mechanisms of stroke, raised intracranial pressure, coma, and infection.
		1.8.2	Apply neuroanatomy, neurophysiology, and neuropathology to interpret lesions in CNS infections, cerebrovascular diseases, and tumors.
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	Correlate neurological signs with imaging and laboratory findings to reach a diagnosis of stroke or CNS infection.
		1.10.2	Correlate neurological findings with imaging and lab results to reach accurate neurosurgical diagnoses.
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	Demonstrate understanding of surgical principles in head trauma, spinal stabilization, and hydrocephalus shunting.
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	Select and monitor appropriate drugs such as antiplatelets, anticoagulants, antibiotics, and anticonvulsants in neurological conditions.
		1.16.2	Apply pharmacologic management for raised intracranial pressure, infection, and seizure control; recognize surgical indications.
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	Identify modifiable risk factors of stroke, infection prevention, and lifestyle measures to reduce neurological disease burden.
		2.1.2	Identify psychological and social effects of chronic neurological disability on patients and caregivers.
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	Identify the impact of stroke-related disability, coma, and chronic headache on patients and families.
2.3	Discuss the role of nutrition and physical activity in health	2.3.1	Explain importance of diet, hydration, and physical activity in preventing stroke and aiding neurological recovery.
		2.3.2	Emphasize importance of nutrition and rehabilitation in neurosurgical recovery.
2.4	Identify the major health risks in his/her community, including demographic, occupational and	2.4.1	

	environmental risks; endemic diseases, and prevalent chronic diseases		
2.5	Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity	2.5.1	
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	
		2.6.2	Identify risk factors and preventive strategies for traumatic brain injury, stroke, and spinal disorders.
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 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	
		3.1.2	Demonstrate teamwork, professionalism, and empathy when managing emergency neurological cases.
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	
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 anatomy and physiology of brain regions controlling consciousness, movement, and cranial nerve functions.
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	Explain the pathogenesis of common neurological diseases, including vascular (ischemic and hemorrhagic stroke), infectious (meningitis, encephalitis), metabolic (hepatic and hypoglycemic coma), autoimmune (multiple sclerosis), degenerative (Parkinson's and Alzheimer's diseases),
		4.5.2	Explain traumatic, neoplastic, infectious, and vascular mechanisms in neurological 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 neuronal and vascular changes in stroke, meningitis, encephalitis, and cranial nerve lesions.
		4.6.2	Describe altered structure and function in CNS injury, hydrocephalus, and cerebrovascular disease.
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	Discuss pharmacology, side effects, and interactions of antiplatelets, thrombolytics, antibiotics, and antiepileptics used in neurology.

		4.7.2	Discuss pharmacology and adverse effects of osmotic diuretics, antiepileptics, and antibiotics used in neurosurgical cases.
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	
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	Use neuroimaging systems and electronic medical records to support diagnosis and management of neurological cases.
		5.9.2	Use digital neuroimaging and informatics tools for diagnostic and treatment planning in neurosurgery.
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 neurological case assessments such as stroke and coma to enhance diagnostic accuracy and clinical reasoning.
		6.1.2	Reflect on clinical reasoning and procedural understanding in neurosurgical cases for continuous 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	
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	. Work effectively with multidisciplinary teams including neurologists, physiotherapists, and rehabilitation specialists in managing hemiplegic patients.
		6.5.2	Collaborate with neurosurgeons, neurologists, and rehabilitation teams in managing neurological disorders.
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 classes

26. Directed self learning.
27. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours			
1.	1. Neurosurgery: Head Injury	27.5	Theoretical teaching (lectures/discussion on groups/ .....)	Training (Clinical Rounds)	Others Directed self-learning
	2. Rheumatology: Introduction & Rheumatoid Arthritis (RA)		1.5	2	
	3. Neurosurgery: Hydrocephalus		1	2	2.5
	4. Rheumatology: Spondyloarthritis (SPA) & Juvenile Idiopathic Arthritis (JIA)		1	3	
	5. Neurosurgery: Brain Tumor (Part 1)		1.5	3	
	6. Rheumatology: Osteoarthritis (OA) & Gout		1	3	2.5
2.	7. Neurosurgery: Brain Tumor (Part 2)	27.5	1.5	2	
	8. Rheumatology: Systemic Lupus Erythematosus (SLE)		1.5	2	

	9. Neurosurgery: Peripheral Nerve Injury		**1**	**2**	**2.5**
	10. Rheumatology: Osteoporosis (OP)		**1**	**3**	
	11. Neurosurgery: Spine Disease		**1.5**	**3**	
	12. Rheumatology: Fibromyalgia		**1**	**3**	**2.5**
3.	**13.** Neurosurgery: CNS Infection & Cerebrovascular Diseases	**27.5**	**1.5**	**2**	
	14. Rheumatology: Vasculitis & Sjögren's Syndrome (SS)		**1.5**	**2**	
	15. Rheumatology: Electrodiagnosis		**1**	**2**	**2.5**
	16. Revision		**1**	**3**	
	17. Revision		**1.5**	**3**	
	18. Revision		**1**	**3**	**2.5**
			22.5	**45**	**15**

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	First week	0	0
2.	End Module exam	third Week	**15**	**23%**
3.	Final Written Exam	16-20 Week	**30**	**40%**
4.	Final Clinical Exam	third Week	**25**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**5**	**7%**
	Total		**75**	**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)	• Fauci, Anthony S.; Kasper, Dennis L.; Hauser, Stephen L.; et al, (2018). Harrison's Principles of Internal Medicine, Twentieth Edition (20th ed.) • Papadakis, Maxine A.; Rabow, Michael W.; McPhee, Stephen J.; et al. (2024). CURRENT Medical Diagnosis & Treatment, 2024 (62nd ed.). New York: McGraw-Hill.. Elsevier.https://www.elsevier.com/books/sabiston-textbook-of-surgery/9780323640633Norman, S., O'Connell, P. R., & Williams, N. S. (2022). Bailey & Love's Short Practice of Surgery (28th ed.). Boca Raton, FL: CRC Press.
	Other References	Ralston, S. H., Penman, I. D., Strachan, M. W. J., et al. (2018). Davidson's principles and practice of medicine (23rd ed.). Elsevier Health Sciences

	Electronic Sources (Links must be added)	**American Association for the Study of Liver Diseases (AASLD) — Practice Guidelines** https://www.aasld.org/practice-guidelines https://www.who.int/health-topics/infectious-diseases https://easl.eu/publications/clinical-practice-guidelines/ **National Institute for Health and Care Excellence (NICE) — Surgical Guidelines** https://www.nice.org.uk/guidance https://www.futurelearn.com/subjects/healthcare-medicine-courses/surgery https://my.incision.care/login?refApp=academy&refUrl=https:%2F%2Facademy.incision.care%2Fcourses **American College of Rheumatology (ACR) — Clinical Practice Guidelines** Evidence-based guidelines for the diagnosis and treatment of rheumatic and musculoskeletal diseases. https://rheumatology.org/clinical-practice-guidelines **European Alliance of Associations for Rheumatology (EULAR) — Recommendations and Guidelines** Expert consensus and clinical guidance on rheumatologic and musculoskeletal conditions. https://www.eular.org/recommendations_home.cfm
	Learning Platforms (Links must be added)	https://www.medscape.org/neurology https://www.medscape.org/rheumatology https://www.freecme.com/specialties/gastroenterology-cme-courses?utm_source=chatgpt.com https://clinicaloptions.com/activities/gastroenterology?utm_source=chatgpt.com https://www.medscape.org/gastroenterology?utm_source=chatgpt.com https://www.cdc.gov/project-firstline/index.html?utm_source=chatgpt.com https://www.coursera.org/courses?query=surgery https://openwho.org/ **TeachMeSurgery – Comprehensive Free Surgical Reference** https://teachmesurgery.com/ **ClinicalKey Student (Free Trial Access for Texts and Videos)** https://www.clinicalkey.com/student/

	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• Skill lab / simulation based learning • • Assistive and rehabilitation devices: Walking aids, splints, orthotics, and physical therapy tools. • Scalpel (No. 10, 11, 15 blades with handles) • Surgical scissors (Mayo, Metzenbaum) • Tissue forceps (Adson, DeBakey) • Hemostats (Mosquito, Kelly, Crile) • Needle holders (Mayo-Hegar, Olsen-Hegar) • Retractors (Langenbeck, Deaver, Richardson, Army-Navy) • Suction apparatus (Yankauer, Poole, Frazier suction tips) • Sponge-holding forceps and towel clips • Electrocautery unit (Monopolar and Bipolar diathermy) • • Ligature carriers and suture materials (Prolene, Vicryl) • Sphygmomanometer (manual/digital) • Thermometer (digital/infrared/mercury)growth assessment tools (infantometers, stadiometers, weighing scales)
	Supplies	• library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, , disposable diagnostic materials • Skill lab / simulation based • library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, , disposable diagnostic materials • Sterile gloves (various sizes) • Syringes and needles (1 ml to 20 ml) •
	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

Course Specifications
Pediatric II
S8M3/P2
2025 /2026

1. Basic Information

Course Title	**Pediatric II**
Course Code	**S8M3/P2**

Department/s participating in delivery of the course	**Pediatric**			
	Theoretical	**Clinical**	**Self-learning (Tasks/ Assignments/ incision academy**	**Total**
Number of credit points of the course = 7	**4**	2	1	7
Number of contact hours of the course = 180	60	**90**	30	180
Course Type	Obligatory			
Course duration	5 weeks			
Academic level at which the course is taught	fourth year/8th semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit hour)			
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 introduces the fundamentals of pediatric medicine, including growth and development, preventive health, common behavioral and endocrine disorders, pediatric emergencies, and neonatal care. It covers infectious, genetic, and metabolic conditions, nutrition and malnutrition, and critical care, emphasizing diagnosis, management, and preventive strategies for children.

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 detailed pediatric history from the patient (if appropriate) and/or caregivers, including growth and development, presenting complaints, past medical history, family and social context, with emphasis on systemic, infectious, genetic, and chronic conditions
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 pediatric patients systematically, assessing all body systems, recognizing red flag signs of clinical emergencies, and identifying key findings related to gastrointestinal, neurological, cardiovascular, respiratory, renal, and hematological disorders
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	Manage pediatric patients using appropriate investigations to guide diagnosis and treatment across gastrointestinal, neurological, cardiovascular, respiratory, renal, and hematological conditions
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	
		1.9.2	
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Formulate a diagnosis in pediatric patients by integrating history, physical examination, and investigation findings across gastrointestinal, neurological, cardiovascular, respiratory, renal, and hematological condition
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	Deliver emergency care to pediatric patients, including cardiopulmonary resuscitation, immediate life support, 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	
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	Explain the role of proper nutrition in supporting normal growth and development and preventing undernutrition and overnutrition in children.
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 the sources and epidemiology of pediatric infectious 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	Describe disease prevention principles in newborns, infants, and children, including routine and special vaccination guidance in Egypt
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	3.1.1	Demonstrate professionalism by maintaining appropriate appearance, displaying institutional identity, treating all

	honesty, integrity, commitment, compassion, and respect		pediatric patients equitably, and avoiding stigma or discrimination
		3.1.2	Exhibit effective communication, teamwork, and commitment to continuous self-directed learning in pediatric clinical settings
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	Respect the patient's and/or relatives' rights and privacy about the clinical condition.
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	
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	Explain the pathophysiology, causes, and clinical features of pediatric diseases, including inflammatory processes and the inheritance patterns of genetic disorders

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 altered structure and function of body systems in pediatric diseases and conditions, including the effects of nutrition and impacts on growth and development
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	Interpret common pediatric laboratory tests (e.g., complete blood count, liver function tests, urinalysis) and imaging studies (e.g., chest X-ray, abdominal ultrasound) in the context of pediatric diseases, integrating scientific reasoning to guide clinical decision-making.
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	Apply collaborative strategies to promote understanding, manage differences, resolve conflicts, and effectively participate in small-group pediatric learning activities
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	
5.10	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	Engage with learning opportunities using web-based and other resources while interacting with colleagues, peers, and faculty for self-directed pediatric learning.
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

28. Interactive Lectures
29. Tutorial classes
30. Clinical classes
31. Directed self learning.
32. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussi on groups/ .....)	Training (Clinical Rounds)	Others
1.	**31.** • Acute diarrhea	36	2	3	
	32. • Treatment of diarrhea		2	3	2
	33. • Hepatitis and cholestasis		2	3	
	34. • Persistent diarrhea		2	3	2
	35. • Cerebral palsy		2	3	
	36. • Epilepsy, part 1		2	3	2
2.	**37.** • Epilepsy, part 2	36	2	3	

	38. • Floppy infant and intellectual disability		**2**	**3**	**2**
	39. • Congenital heart disease, part 1: introduction to cardiology		**2**	**3**	
	40. • Congenital heart disease, part 2		**2**	**3**	**2**
	41. • Cyanotic heart disease		**2**	**3**	
	42. • Rheumatic fever		**2**	**3**	**2**
3.	**43.** • Infective endocarditis	**36**	**2**	**3**	
	44. • Heart failure		**2**	**3**	**2**
	45. • Urinary tract infection		**2**	**3**	
	46. • Nephrotic syndrome, part 3		**2**	**3**	**2**
	47. • Acute renal failure		**2**	**3**	
	48. • Acute post-streptococcal glomerulonephritis		**2**	**3**	**2**
4.	**49.** • Stridor	**36**	**2**	**3**	
	50. • Acute bronchiolitis		**2**	**3**	**2**
	51. • Bronchial asthma		**2**	**3**	
	52. • Pleural diseases		**2**	**3**	**2**
	53. • Pneumonia and treatment of bronchial asthma		**2**	**3**	
	54. • Introduction to hematology, iron deficiency anemia, and glucose-6-phosphate dehydrogenase deficiency		**2**	**3**	**2**
5.	55. • Thalassemia and sickle cell anemia	**36**	**2**	**3**	
	56. • Bleeding disorders and aplastic anemia		**2**	**3**	**2**
	57. • Leukemia and lymphoma		**2**	**3**	
	58. Revision		**2**	**3**	**2**
	59. Revision		**2**	**3**	
	60. Revision		**2**	**3**	**2**
		180	**60**	**90**	**30**

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	Second week	0	0
2.	End Module exam	fifth Week	**32.5**	**20%**

3.	Final Written Exam	16-20 Week	**70**	**40%**
4.	Final Clinical Exam	fifth Week	**55**	**30%**
5.	Assignments/Portfolio	Throughout the Module	**17.5**	**10%**
	Total		**175**	

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)	• behrman re, kleigman rm, jenson hb. nelson textbook of pediatrics. 22nd ed. elsevier; 2021. • marcdante k, kliegman rm. reddy & marcdante's pediatrics: diagnosis and management. 6th ed. elsevier; 2020.
	Other References	oski fa, honig p. oski's pediatrics: principles & practice. 5th ed. crc press; 2021.
	Electronic Sources (Links must be added)	• american academy of pediatrics: https://www.aap.org/en/patient-care/clinical-guidelines/ • pubmed pediatrics search portal: https://pubmed.ncbi.nlm.nih.gov/?term=pediatrics • medlineplus: https://medlineplus.gov/pediatrics.html
	Learning Platforms (Links must be added)	https://www.osmosis.org/learn/Pediatrics https://www.ekb.eg/ar/web/researchers/home https://www.openpediatrics.org/?utm_source=chatgpt.com https://www.coursera.org/courses?utm_source=chatgpt.com https://www.classcentral.com/tag/pediatric?utm_source=chatgpt.com
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	• infant and pediatric stethoscopes, sphygmomanometers, thermometers • neonatal resuscitation equipment (bag-mask, suction devices) • otoscopes and ophthalmoscopes suitable for children • growth assessment tools (infantometers, stadiometers, weighing scales)
	Supplies	• library facilities & online access with updated pediatric textbooks and journals • sterile gloves, syringes, vaccines, disposable diagnostic materials for pediatric patients
	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

Name and Signature Course Coordinator	Name and Signature Program Coordinator

Course Specifications
S8M4/OG2
OGYN (II)
2025 /2026

1. Basic Information

Course Title	**OGYN (II)**			
Course Code	**S8M4/OG2**			
Department/s participating in delivery of the course	**Obstetrics and Gynecology department**			
	Theoretical	**Clinical**	**Directed Self-learning**	**Total**
Number of credit hours of the course = 7	4	2	1	7
Number of contact hours of the course =180	**60**	**90**	30	180
Course Type	Obligatory			
Course duration	5 weeks			
Academic level at which the course is taught	fourth year/8t^{h} semester			
Academic Program	M.B. Ch.B. 5+2 Program (credit hour)			
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 module introduces the fundamentals of gynecology, emphasizing the anatomy and physiology of the female reproductive system and common gynecological disorders. It covers topics such as abnormal uterine bleeding, amenorrhea, dysmenorrhea, infertility, pelvic organ prolapse, urinary incontinence, and genital tract infections. The course also addresses gynecological oncology, endometriosis, leiomyoma, contraception, and menopause, focusing on clinical assessment, diagnosis, and evidence-based management of gynecological conditions.

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 gynecologic history including menstrual, sexual, contraceptive, obstetric, and medical background, focusing on current gynecologic complaints such as abnormal bleeding, pain, or infertility.
1.2	Adopt an empathic and holistic approach to the patients and their problems	1.2.1	Demonstrate empathy and holistic understanding when addressing sensitive gynecological issues, ensuring patient comfort, dignity, and confidentiality.
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 complete gynecologic examinations on models, including pelvic exams, while maintaining cultural sensitivity and patient privacy.
1.5	Prioritize issues to be addressed in a patient encounter	1.5.1	Prioritize gynecologic problems such as acute pelvic pain or heavy bleeding, identifying urgent or life-threatening conditions for timely management
1.6	Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors	1.6.1	Select and interpret investigations relevant to gynecologic disorders such as ultrasound, hormonal assays, Pap smear, and endometrial biopsy..
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 anatomical, physiological, and pathological knowledge to diagnose and manage gynecologic conditions such as PCOS, fibroids, and endometriosis.
1.9	Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in	1.9.1	

	order to help solve a clinical problem based on evidence (EBM)		
		1.9.2	
1.10	Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation	1.10.1	Correlate history, examination, and investigations to reach accurate diagnoses for common gynecologic disorders.
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 gynecologic procedures such as Pap smear, IUD insertion, and endometrial sampling safely and skillfully.
1.12	Adopt strategies and apply measures that promote patient safety	1.12.1	Apply patient safety measures during gynecologic procedures and outpatient care, minimizing infection and procedural risks.
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	Develop individualized, evidence-based management plans for gynecologic conditions such as infertility, menopause, and menstrual disorders.
1.14	Respect patients' rights and involve them and/or their families/carers in management decisions	1.14.1	Respect women's rights and autonomy in reproductive health decisions, including contraceptive choices and fertility treatments
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	Provide emergency care for acute gynecologic conditions such as ectopic pregnancy, ruptured ovarian cyst, or severe vaginal bleeding.
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 pharmacologic and non-pharmacologic treatments in gynecologic conditions, including hormonal therapy and counseling..
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	Explain the role of nutrition, hygiene, and lifestyle in maintaining female reproductive health.
2.2	Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing	2.2.1	Recognize social and cultural influences on women's health-seeking behaviors, contraception use, and perception of infertility.
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 gynecologic health issues such as cervical cancer, STIs, and reproductive tract infections prevalent in the community.
2.5	Describe the principles of disease prevention, and empower communities, specific groups or	2.5.1	Promote preventive strategies such as HPV vaccination, cervical screening, and reproductive health education.

	individuals by raising their awareness and building their capacity		
2.6	Recognize the epidemiology of common diseases within his/her community and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases	2.6.1	
2.7	Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly	2.7.1	Provide evidence-based gynecological care tailored to women across the lifespan, including adolescents, reproductive-age women, and postmenopausal women, while addressing their physical, reproductive, and psychosocial health needs.
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 professionalism, empathy, and respect when managing gynecologic patients
		3.1.2	Communicate effectively with patients and colleagues in sensitive reproductive health discussions.
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	Abide by ethical and legal frameworks governing reproductive health, fertility treatments, and family planning.
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 patient confidentiality during gynecologic consultations and procedures.
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	Identify and refer patients requiring specialized gynecologic or oncologic care promptly.
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 anatomy and physiology of the female genital system and menstrual cycle regulation.
4.2	Explain the molecular, biochemical, and cellular mechanisms that are	4.2.1	

	important in maintaining the body's homeostasis		
4.3	Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family	4.3.1	
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	Explain the pathophysiology of gynecologic conditions such as endometriosis, dysfunctional uterine bleeding (DUB), and hormonal imbalances
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 hormonal and non-hormonal pharmacological treatments used in contraception, menopause, and infertility.
5.2	Respect colleagues and other health care professionals and work cooperatively with them	5.2.1	Work collaboratively with nurses, midwives, and other professionals in gynecologic patient 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	Accurately document gynecologic findings and care plans using written and electronic health records.
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	Participate in initiatives that enhance the quality of gynecologic care and screening services.
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 regularly on clinical performance and seek feedback for improvement in gynecologic skills.
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	Collaborate in multidisciplinary discussions and simulation training in reproductive health.
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	Present evidence-based findings related to gynecologic research and contribute to scholarly discussions

4. Teaching and Learning Methods

33. Interactive Lectures
34. Tutorial classes
35. Clinical classes
36. Directed self-learning.
37. Simulated patient
38. Skill lab
39. Case Discussion

Course Schedule

NO. of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching	Training (Clinical	Others

			(lectures/discussion groups/ .....)	Rounds)/ Simulated patient/ skill lab	
1.	**61.** Anatomy of the Female Genital System		**2**	**3**	
	62. Histology and Blood Supply of the Female Genital Organs		**2**	**3**	**2**
	63. Physiology of the Female Reproductive System		**2**	**3**	
	64. Hormonal Regulation of the Menstrual Cycle		**2**	**3**	**2**
	65. Puberty: Normal Physiology and Disorders		**2**	**3**	
	66. Primary and Secondary Amenorrhea		**2**	**3**	**2**
2.	**67.** Dysmenorrhea: Types and Management		**2**	**3**	
	68. Abnormal Uterine Bleeding (AUB): Classification and Approach		**2**	**3**	**2**
	69. Disorders of Sexual Development (DSDs)		**2**	**3**	
	70. Polycystic Ovary Syndrome (PCO): Pathophysiology and Diagnosis		**2**	**3**	**2**
	71. Polycystic Ovary Syndrome (PCO): Management		**2**	**3**	
	72. Infertility – Part 1: Causes and Evaluation		**2**	**3**	**2**
3.	**73.** Infertility – Part 2: Management and Assisted Reproductive Techniques		**2**	**3**	
	74. Pelvic Organ Prolapse: Classification and Management		**2**	**3**	**2**
	75. Urinary Incontinence in Women: Types and Evaluation		**2**	**3**	

	76. Congenital Anomalies of the Female Genital Tract		**2**	**3**	**2**
	77. Chronic Pelvic Pain: Causes and Management		**2**	**3**	
	78. Endometrial Hyperplasia: Pathogenesis and Diagnosis		**2**	**3**	**2**
4.	**79.** Endometrial Carcinoma: Risk Factors and Management		**2**	**3**	
	80. Leiomyoma (Fibroid Uterus): Clinical Features and Treatment		**2**	**3**	**2**
	81. Endometriosis: Pathophysiology and Clinical Aspects		**2**	**3**	
	82. Adenomyosis: Diagnosis and Management		**2**	**3**	**2**
	83. Pelvic Inflammatory Disease (PID): Etiology and Complications		**2**	**3**	
	84. Vaginitis: Types, Diagnosis, and Treatment		**2**	**3**	**2**
5.	85. Hyperandrogenemia in Females: Causes and Approach		**2**	**3**	
	86. Fistula (Vesicovaginal and Rectovaginal): Causes and Repair		**2**	**3**	**2**
	87. Menopause: Physiology and Clinical Manifestations		**2**	**3**	
	88. Menopausal Hormone Therapy and Nonhormonal Alternatives		**2**	**3**	**2**
	89. Contraception – Part 1: Temporary Methods		**2**	**3**	
	90. Contraception – Part 2: Permanent Methods and Counseling		**2**	**3**	**2**
	Total		**60**	**90**	**30**

5. Methods of Students' Assessment

No.	Assessment Methods*	Assessment Timing (Week Number)	Marks	Percentage of Total Course Marks
1.	Quiz	Second week	0	0
2.	End Module exam	Fifth Week	32.5	**20%**
3.	Final Written Exam	16-20 Week	70	**40%**
4.	Final Clinical Exam	Fifth Week	55	**30%**
5.	Assignments/Portfolio	Throughout the Module	17.5	**10%**
	Total		175	**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)	1. **Berek, Jonathan S. (2025).** *Berek & Novak's Gynecology, 17th Edition*. Philadelphia: Lippincott Williams & Wilkins. Available at: https://www.wolterskluwer.com/en/solutions/ovid/berek--novaks-gynecology-795 2. **2. Wynn, Ralph M.; Lauritzen, Christian; Knörr, Karl; Beller, Fritz K. (2012).** *Gynecology: A Textbook for Students*. New York: Springer. Available at: https://link.springer.com/book/10.1007/978-1-4615-7128-5
	Other References	Hacker, Neville F.; Gambone, Joseph C.; Hobel, Calvin J. (2021). Hacker & Moore's Essentials of Obstetrics and Gynecology, 7th Edition. Philadelphia: Elsevier. https://www.us.elsevierhealth.com/hacker-moores-essentials-of-obstetrics-and-gynecology-9781455775583.html
	Electronic Sources (Links must be added)	**American College of Obstetricians and Gynecologists (ACOG) – Clinical Practice Guidelines**https://www.acog.org/clinical**World Health Organization (WHO) – Maternal and Perinatal Health**https://www.who.int/health-topics/maternal-health Royal College of Obstetricians and Gynaecologists (RCOG) – Guidelines and Publications https://www.rcog.org.uk/guidelines Centers for Disease Control and Prevention (CDC) – Reproductive Health https://www.cdc.gov/reproductivehealth
	Learning Platforms (Links must be added)	https://www.medscape.org/obgyn https://www.coursera.org/courses?query=obstetrics

		https://bestpractice.bmj.com/topics/en-gb/obstetrics-and-gynaecology https://openwho.org/channels/maternal-health
	Other (to be mentioned)	
Supportive facilities & equipment for teaching and learning *	**Devices/Instruments**	Fetoscope / Pinard stethoscope Doppler fetal monitor Sphygmomanometer Speculum (Cusco's / Sim's) Pelvimeter Vacuum extractor / Ventouse Obstetric forceps Neonatal resuscitation equipment Skill lab manikins
	Supplies	• Sterile gloves and gowns • Surgical drapes and towels • Antiseptic solution (e.g., povidone-iodine) • Umbilical cord clamps • Mucus extractor / suction catheter • IV fluids and administration sets • Oxytocin and uterotonic drugs • Suture materials • Sterile gauze and cotton • Disposable syringes and needles • Urinary catheters • Perineal pads and sanitary materials • Skill lab manikins
	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

منسق المقرر
احمد فتحي

مدير البرنامج
هاني برج