

# Program Specification (2025)

## 1. Basic Information

<b>ProgramTitle : Diplome's degree in Family Medicine FAM 500 ( 2025-2026)</b>	
<b>Total number of credit hours/points of the program:</b>	<b>40</b>
<b>Number of academic years/levels (expected program duration):</b>	<b>4 semesters</b>
<b>Department (s) Participating (if any) in teaching the program: Family medicine, pharmacology, public health and statistics, Clinical pathology, Psychiatry, Pediatrics, Internal medicine, Gynecology, Dermatology, General surgery &amp; Emergencies, ENT, Ophthalmology.</b>	
<b>Faculty/Institute:</b>	<b>Faculty of Medicine</b>
<b>University/Academy:</b>	<b>Benha University</b>
<b>Program majors/divisions/tracks/specialties in the final year (if any):</b>	
<b>Partnerships with other parties and the nature of each (if any):</b>	
<b>Name of the program coordinator:</b>	<b>Prof.dr.Mona Elmahdy</b>
<b>Program Specification Approval Date:</b>	<b>2020-9-13</b>
<b>Council responsible for Program Specification Approval (Attach the Decision / Minutes):</b>	<b>15 - 9 - 2025</b>

## **2. Program Aims (Brief description of the overall purpose the program)**

The aim of this course is to develop competent family physicians capable of providing high quality patient-centered comprehensive medical care, covering the bio-psycho-social aspect of their patients based on the best available medical evidence. Our trainees will learn to work in teams both as members and as leaders. They will share in community focused research and will be committed to life-long learning. They will also learn to apply appropriate ethical and professional standards in their day to day practice and in their relationships with their patients and colleagues

This aim will be achieved through:

- **Acknowledging the importance of and practising personalized, comprehensive care with continuity, using a holistic approach;**
- **Effective communication with patients, family, colleagues and other health care worker, and community;**
- **Effective management of common diseases prevalent in the locality of the family practice, either presenting with common or wide range of common/bizarre symptoms;**
- **Dealing with emergencies, giving proper first aid based on best evidence, coordinating consultation with appropriate referral and transportation;**
- **Practice management with managerial skills including medical record keeping, auditing, coordination within the health service system and recognizing the importance of quality assurance;**
- **Being aware of updating problems in the field of family medicine**
- **Determination of practical problems and suggestion of solutions.**

- **Performance of practical skills and utilization of suitable technological methods in clinical practice.**
- **Utilization of the available resources efficiently.**
- **Awareness of his role in community development, health promotion and protection of the environment.**
- **Learning how to create and implement effective family health solutions that reflect an understanding of complex, dynamic family health issues**
- **Enhancement of career prospects by continuous self-learning, gaining strategic leadership and communication skills to solve family health issues.**
- **Provision of the opportunity to carry out focused research in the discipline under close supervision in order to develop their skills and expertise.**
- **Being up to date with basic scientific knowledge using methods and technologies of scientific research**

### 3. Program Structure (Curriculum)

- Program Components

Requirement Category/Type		Number of Courses	Number of Credit Hours/Points	Percentage from the total number of hours/points
University Requirements				
Faculty/College Requirements (if applicable)				
Program Requirements				
Requirements of the majors/ divisions/ tracks/ specializations in the final year (if any)				
Other requirements	Field Training			
	Graduation Project			
	Mandatory training year			
	Other (to be mentioned)			
Total Compulsory Courses		13	40 credit hours	
Elective Courses		0	0	
Total		0	40 credit hours	

- Program courses according to the expected study plan

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours / Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
Diploma degree	الجزء الاول	Fam 501	Introduction to family medicine	اجباري	تخصص	3	3	-	-

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours / Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
Diplom e degree	الجزء الاول	Fam 502	Community medicine, occupational health& management	اجباري	اخرى	1	1	-	-
Diplom e degree	الجزء الاول	Fam 503	Psychiatry	اجباري	اخرى	1	1	-	-
Diplom e degree	الجزء الاول	Fam 504	Medical statistics &research methodology	اجباري	اخرى	1	1	-	-
Diplom e degree	الجزء الاول	Fam 505	Clinical pathology	اجباري	اخرى	2	2	-	-
Diplom e degree	الجزء الاول	Fam 506	Clinical pharmacology	اجباري	اخرى	2	2	-	-
Diplom e degree	الجزء الثاني	Fam 507	General practice in Pediatrics	اجباري	اخرى	2	1	1	-
Diplom e degree	الجزء الثاني	Fam 508	General practice in Internal medicine	اجباري	اخرى	3	1.5	1.5	-
Diplom e degree	الجزء الثاني	Fam 509	General practice in Gynecology &maternal health	اجباري	اخرى	4	2	2	-
Diplom e degree	الجزء الثاني	Fam 510	General practice in Dermatology	اجباري	اخرى	2	1	1	-

Academic Level	Semester	Course Code	Course Title	Course Type (Compulsory / Elective)	Requirement Category/ Type	Number of Credit Hours / Points	Number of Weekly Hours		
							Theoretical teaching	Practical training	Other
Diplome degree	الجزء الثاني	Fam 511	General practice in General surgery & Emergencies	اجباري	اخرى	4	<u>General surgery</u> = 1_ <u>Emergency</u> = 1	2	-
Diplome degree	الجزء الثاني	Fam 512	General practice in ENT	اجباري	اخرى	2	1	1	-
Diplome degree	الجزء الثاني	Fam 513	General practice in Ophthalmology	اجباري	اخرى	2	1	1	-
Diplome degree	الجزء الثاني	Fam 514	Family medicine	اجباري	تخصص	11	4.5	6.5	-

\* A separate schedule of elective courses can be added if they are not related to a specific level of study, or according to the nature of the program

#### 4. Academic Standards

### Adopted Academic Reference Standards for diplome Degree in Family Medicine

## **1. Graduate attributes:**

By the end of the program the graduate should be capable of:

1-1 Proficiency in the application of the basics and methodologies of scientific research and the use of its various tools.

1-2 Application of the analytical curriculum and its use in investigating Community and Public health problems.

1-3 Application of the specialized knowledge and its combination with the relevant knowledge in diagnosis and management of public health problems.

1-4 Showing an awareness of the current problems in the field of Epidemiology.

1-5 Identifying professional problems and finding solutions.

1-6 Proficiency of a suitable statistical software skills and the use it to serve his research, practice.

1-7 Effective communication skills either verbal or non verbal and the ability to lead a team work.

1-8 Decision making in different professional contexts as in Epidemics.

1-9 Employ the available resources to achieve the highest benefit and preservation as employing appropriate technological means, problem solving, efficient use of available resources and decision making skills.

1-10 Show awareness of his role in community development and environmental conservation in light of the global and regional changes.

1-11 Behavior in a manner reflecting commitment to credibility the rules of the profession.

1-12 Development of himself academically and professionally and ability of continuous learning..

## **2. General academic standards:**

2.1 Knowledge and understanding:

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**By the end of the program, the graduate should know and understand:**

**2.1.1 Theories and fundamentals related to the field of Community Medicine and the related fields including Microbiology, Parasitology and behavioral sciences.**

**2.1.2 Mutual influence between professional practice of Public Health and its impacts on the environment.**

**2.1.3 Scientific developments in the field of Research methodology.**

**2.1.4 Moral and legal principles of professional practice in the area of research.**

**2.1.5 Principles and the basics of quality in professional practice for safe health service.**

**2.1.6 Basics and ethics of scientific research.**

**2.2 Intellectual skills:**

**By the end of the program, the graduate should be capable of:**

**2.2.1 Analyze and evaluate the information in the field of Community Medicine and use it to solve Prevailing health problems.**

**2.2.2 Solve specialized problems with the unavailability of some data.**

**2.2.3 Link between the various professional knowledge to solve professional problems related to communicable and non communicable diseases.**

**2.2.4 Conduct a research study or writing a systematic scientific study on a prevailing community or public health problem.**

**2.2.5 Assess risk of a public health problem specially among vulnerable groups as maternal and child, geriatric, school children, youth and rural residents**

**2.2.6 Plan for the development of the performance in the area of Preventive medicine.**

**2.2.7 Make professional decisions in a variety of professional contexts as outbreaks of a communicable disease.**

### **2.3 Professional skills**

By the end of the program, the graduate should be capable of:

**2.3.1 Be proficient in the basic and modern professional specialized skills as performing a statistical analysis of data.**

**2.3.2 write and evaluate professional reports.**

**2.3.3 Assess methods and tools existing in the area of community medicine.**

### **2.4 General and transferable skills**

By the end of the program, the graduate should be capable of:

**2.4.1 Communicate effectively either horizontal and vertical using all communication skills that result in the effective exchange of information.**

**2.4.2 Use of information technology to serve the professional practice as using visual aids for preparing a good presentation .**

**2.4.3 Assess himself and determine his educational needs**

**2.4.4 Use different sources to get information and knowledge.**

**2.4.5 put rules and indicators to assess the performance of others .**

**2.4.6 Work in different professional contexts.**

**2.4.7 Manage time efficiently.**

**2.4.8 Achieve Self and continuous learning to keep himself up to date regarding Public Health issues.**

- **Approval of Department council: 13 / 9 /2020**
- **Approval of Faculty council : 15 / 9 /2020**
- **Program responsible: Prof. Dr. Mona Hussein Elmahady**
- **Head of Department: Prof .Dr Mona Hussein Elmahady**

مصفوفة مضاهاة المعايير الأكاديمية المتبناة مع المعايير القياسية للدراسات العليا الصادرة عن الهيئة

### 1- مواصفات الخريج:

مواصفات الخريج بالمعيار القياسية للدراسات العليا (درجة الماجستير)	مواصفات الخريج بالمعيار الأكاديمية للبرنامج
<p>إجادة تطبيق أساسيات ومنهجيات البحث العلمي واستخدام أدواته المختلفة</p> <ul style="list-style-type: none"> <li>• تطبيق المنهج التحليلي واستخدامه في مجال التخصص</li> <li>• تطبيق المعارف المتخصصة ودمجها مع المعارف ذات العلاقة في ممارسته المهنية</li> <li>• إظهار وعيا بالمشاكل الجارية والرؤى الحديثة في مجال التخصص</li> <li>• تحديد المشكلات المهنية وإيجاد حلول لها</li> <li>• إتقان نطاق مناسب من المهارات المهنية المتخصصة واستخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية</li> <li>• التوصل بفاعلية والقدرة على قيادة فرق العمل</li> <li>• اتخاذ القرار في سياقات مهنية مختلفة</li> <li>• توظيف الموارد المتاحة بما يحقق أعلى استفادة والحفاظ عليها</li> <li>• إظهار الوعي بدوره في تنمية المجتمع والحفاظ على البيئة في ضوء المتغيرات العالمية والاقليمية</li> <li>• التصرف بما يعكس الالتزام بالنزاهة والمصادقية والالتزام بقواعد المهنة</li> </ul>	<p>1-3 Proficiency in the application of the basics and methodologies of scientific research and the use of its various tools.</p> <p>1-4-2 Application of the analytical curriculum and its use in investigating Community and Public health problems.</p> <p>1-3 Application of the specialized knowledge and its combination with the relevant knowledge in diagnosis and management of public health problems.</p> <p>1-4 Showing an awareness of the current problems in the field of Epidemiology.</p> <p>1-5 Identifying professional problems and finding solutions.</p> <p>1-6 Proficiency of a suitable statistical software skills and the use it to serve his research practice.</p> <p>1-7 Effective communication skills either verbal or non verbal and the ability to lead a team work.</p> <p>1-8 Decision making in different professional contexts as in Epidemics.</p> <p>1-9 Employ the available resources to achieve the highest benefit and preservation as employing appropriate technological means, problem solving, efficient use of available resources and decision making skills.</p> <p>1-10 Show awareness of his role in community development and environmental</p>

<p>• تنمية ذاته أكاديميا ومهنيًا وقادرًا على التعلم المستمر</p>	<p>conservation in light of the global and regional changes.</p> <p>1-11 Behavior in a manner reflecting commitment to credibility the rules of the profession.</p> <p>1-12 Development of himself academically and professionally and ability of continuous learning.</p>
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## 2- المعايير القياسية

### 1-2 المعرفة والفهم

<p>المعايير القياسية العامة للدراستات العليا (Generic) (درجة الماجستير)</p>	<p>المعايير الأكاديمية للبرنامج</p>
<p>بأنتهاء دراسة برنامج الماجستير يجب ان يكون الخريج على فهم ودراية بكل من :</p> <p>2-1-1 النظريات والاساسيات المتعلقة بمجال التعلم وكذا في المجالات ذات العلاقة</p> <p>2-1-2- التأثير المتبادل بين الممارسة المهنية وانعكاسها على البيئة</p> <p>2-1-3 التطورات العلمية في مجال التخصص</p> <p>2-1-4 المبادئ الاخلاقية والقانونية للممارسة المهنية في مجال التخصص</p> <p>2-1-5 مبادئ واساسيات الجودة في الممارسة المهنية في مجال التخصص</p> <p>2-1-6 اساسيات واخلاقيات البحث العلمى</p>	<p><i>By the end of Diplome program, the graduate s recognize and understand the followings:</i></p> <p>2.1.1 Theories and fundamentals related to the field of Community Medicine and the related fields including Microbiology, Parasitology and behavioral sciences.</p> <p>2.1.2 Mutual influence between professional practice of Public Health and its impacts on the environment.</p> <p>2.1.3 Scientific developments in the field of Research methodology.</p> <p>2.1.4 Moral and legal principles of professional practice in the area of research.</p> <p>2.1.5 Principles and the basics of quality in professional practice for safe health service.</p>

2-2 المهارات الذهنية

المعايير القياسية العامة للدراستات العليا (Generic) (درجة الماجستير)	المعايير الأكاديمية للبرنامج
<p>بانتهاؤ دراسة برنامج الماجستير يجب ان يكون الخريج قادرا على :</p> <p>2-2-1 تحليل وتقييم المعلومات في مجال التخصص والقياس عليها لحل المشاكل</p> <p>2-2-2 حل المشاكل المتخصصة مع عدم توافر بعض المعطيات</p> <p>2-2-3 الربط بين المعارف المختلفة لحل المشاكل المهنية</p> <p>2-2-4 اجراء دراسة بحثية او كتابة دراسة علمية منهجية حول مشكلة بحثية</p> <p>2-2-5 تقييم المخاطر في الممارسات المهنية في مجال التخصص</p> <p>2-2-6 التخطيط لتطوير الاداء في مجال التخصص</p> <p>2-2-7 اتخاذ القرارات المهنية في سياقات مهنية متنوعة</p>	<p><i>By the end of Diplome program, graduate should be able to:</i></p> <p>2.2.1 Analyze and evaluate the information in the field of Community Medicine and use it to solve Prevailing health problems.</p> <p>2.2.2 Solve specialized problems with the unavailability of some data.</p> <p>2.2.3 Link between the various professional knowledge to solve professional problems related to communicable and non communicable diseases.</p> <p>2.2.4 Conduct a research study or writing a systematic scientific study on a prevailing community or public health problem.</p> <p>2.2.5 Assess risk of a public health problem specially among vulnerable groups as maternal and child, geriatric, school children, youth and rural residents.</p> <p>2.2.6 Plan for the development of the performance in the area of Preventive medicine.</p> <p>2.2.7 Make professional decisions in a variety of professional contexts as outbreaks of a communicable disease.</p>

## 3-2 المهارات المهنية

المعايير القياسية العامة للدراستات العليا (Generic) (درجة الماجستير)	المعايير الأكاديمية للبرنامج
بانتهاؤ دراسة برنامج الماجستير يجب ان يكون الخريج قادرا على : 2-3-1 إتقان المهارات المهنية الاساسية والحديثة فى مجال التخصص 2-3-2 كتابة وتقييم التقارير المهنية 2-3-3 تقييم الطرق والادوات القائمة فى مجال التخصص	<i>By the end of Diplome program, graduate should acquire the followings skills:</i> 2.3.1 Be proficient in the basic and modern professional specialized skills as performing a statistical analysis of data. 2.3.2 write and evaluate professional reports. 2.3.3 Assess methods and tools existing in the area of community medicine.

## 4-2 المهارات العامة والمنتقلة

المعايير القياسية العامة للدراستات العليا (Generic) (درجة الماجستير)	المعايير الأكاديمية للبرنامج
بانتهاؤ دراسة برنامج الماجستير يجب ان يكون الخريج قادرا على : 2-4-1 التواصل الفعال بأنواعه المختلفة 2-4-2 استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية	<i>By the end of Diplome program, graduate should be able to:</i> 2.4.1 Communicate effectively either horizontal and vertical using all communication skills that result in the effective exchange of information.

<p>2-4-3 التقييم الذاتي وتحديد احتياجاته التعليمية</p> <p>2-4-4 استخدام المصادر المختلفة لحصول على المعلومات والمعارف</p> <p>2-4-5 وضع قواعد ومؤشرات تقييم اداء الاخرين</p> <p>2-4-6 العمل في فريق سياقات مهنية مختلفة</p> <p>2-4-7 ادارة الوقت بكفاءة</p> <p>2-4-8 التعلم الذاتي والمستمر</p>	<p>2.4.2 Use of information technology to serve the professional practice as using visual aids for preparing a good presentation .</p> <p>2.4.3 Assess himself and determine his educational needs</p> <p>2.4.4 Use different sources to get information and knowledge.</p> <p>2.4.5 put rules and indicators to assess the performance of others .</p> <p>2.4.6 Work in different professional contexts.</p> <p>2.4.7 Manage time efficiently.</p> <p>2.4.8 Achieve Self and continuous learning to keep himself up to date regarding Public Health issues.</p>
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مصفوفة مضاهاة المعايير الأكاديمية للبرنامج و أهداف و نواتج التعلم المستهدفة من البرنامج

Program aims	Adopted Academic Standards of the program (graduate attributes)
1.1,1.2, 1.3,1.11	1-1- Proficiency of the basics and methodologies of scientific research in the field of public health and community medicine.
1.1,1.2, 1.3,1.5,1.11	1-2- Continued working in order to add new knowledge in the field of public health and community medicine through continuous research.

1.3,1.7 ,1.8,1.10	1-3- Application and analysis of the gained scientific knowledge in the field of public health and related fields to improve clinical practice.
1.6	1-4- integration of specialized knowledge in the field of public health with knowledge of related sciences to ensure better application in the practical field and in the research studies.
1.2,1.3,1.4,1.5	1-5- Showing a deep awareness of the major public health issues regarding current problems and modern concepts in the field of community medicine.
1.9,1.10	1-6- Identifying professional public health problems and finding innovative solutions for them, based on available data and creativity.
1.2,1.4	1-7- Proficiency of a wide range of professional skills in the area of public health ranging from basic clinical care to evidence based clinical practice and how to put them into action.
1.2,1.3	1-8- Development of new methods and using recent tools for professional public health practicing and teaching skills .
1.2,1.3	1-9- Using appropriate technological means in the field of public health and related fields to serve the professional practice.
1.8	1-10- Practicing effective interpersonal communication skills between professionals and the public, and in between professionals, and leading the team in different professional contexts, so as to ensure perfect exchange of information.
1.4	1-11- Decision making in various situations related to the field of public health guided by the optimum use of the available information.
1.9	1-12- Efficient employing of the available resources and working to find out new resources to improve clinical practice in public health issues.
1.10	1-13- Increasing awareness of the role of professionals in public health policy issues, including community system- based development and environmental conservation.

1.5,1.8	1-14- Practicing behavior in a manner reflecting the commitment to integrity and credibility and following the rules of the profession.
1.11	1-15 Commitment to continuous self-development and lifelong learning, and transfer of knowledge and experience to others working in public health profession or one of its subspecialties.

للبرنامج نواتج التعلم المستهدفة											المعايير الأكاديمية للبرنامج المعرفة والفهم
المعرفة و الفهم											
2.a. 11	2.a. 10	2.a. 9	2.a. 8	2.a. 7	2.a. 6	2.a. 5	2.a. 4	2.a. 3	2.a. 2	2.a. 1	
	√	√	√	√			√	√	√	√	<p><i>By the end of Diploma program, the candidate should recognize and understand the followings:</i></p> <p><b>2.1.1</b> Theories and fundamental s related to</p>

											<b>the field of Family medicine and the related fields.</b>
					√						<b>2.1.2 Mutual influence between professional practice of Family medicine and its impacts on the environment</b>
							√				<b>2.1.3 Scientific developments in the field of Research methodology</b>
√											<b>2.1.4 Moral and legal principles of professional practice in the area of research.</b>
								√			<b>2.1.5 Principles and the basics of quality in professional practice for safe health service.</b>

√								√			2.1.6 Basics and et hics of scientific research.
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نواتج التعلم المستهدفة للبرنامج										المعايير الأكاديمية للبرنامج المهارات الذهنية
Intellectual skills										
2.b.10	2.b.9	2.b.8	2.b.7	2.b.6	2.b.5	2.b.4	2.b.3	2.b.2.	2.b.1.	
					√		√		√	<p><i>By the end of Diplome program, candidate should be able to recognize the followings:</i></p> <p><b>2.2.1 Analyze and evaluate the information in the field of Family medicine and use it to solve Prevailing health problems.</b></p>

							√	√		<b>2.2.2 Solve Specialized Problems With the unavailability of some data.</b>
		√	√	√			√		√	<b>2.2.3 Link between the various professional knowledge to solve professional problems related to communicable and non communicable diseases.</b>
√	√		√					√	√	<b>2.2.4 Conduct a research study or writing a systematic scientific study on a prevailing community or public health problem.</b>
		√					√			<b>2.2.5 Risk Assessment of a public health problem specially among vulnerable groups as maternal and child, geriatric, school children,</b>

										youth and rural residents.
				√						2.2.6 Plan for the development of the performance in the area of Preventive medicine.
					√					2.2.7 Make professional decisions in a variety of professional contexts as outbreaks of a communicable disease.

نواتج التعلم المستهدفة للبرنامج							المعايير الأكاديمية للبرنامج المهارات المهنية
Practical/Professional skills							
2.c.6	2.c.5	2.c.4	2.c.3	2.c.2.	2.c.1.		
√			√			√	<p><b>By the end of Diplome program, candidate should accept the followings skills:</b></p> <p><b>2.3.1 Be proficient in the basic and modern professional specialized skills as performing a statistical analysis of data.</b></p>

		√		√		<b>2.3.2 write and evaluate professional reports.</b>
	√	√			√	<b>2.3.3 Assess methods and tools existing in the area of Family medicine.</b>

نواتج التعلم المستهدفة للبرنامج								المعايير الأكاديمية للبرنامج المهارات العامة والمنقلة
General and transferable skill								
2.d.8	2.d.7	2.d.6	2.d.5	2.d.4	2.d.3	2.d.2.	2.d.1.	
√		√		√			√	<p>By the end of Diplome program, candidate should accept the following skills:</p> <p><b>2.4.1</b> Communicate effectively either horizontal and vertical using all communication skills that result in the effective</p>

								exchange of information.
						√		2.4.2 Use of information technology to serve the professional practice as using visual aids for preparing a good presentation.
	√							2.4.3 Self-assessment and determine his educational needs
	√				√			2.4.4 use different sources to get information and knowledge.
		√					√	2.4.5 put rules and indicators to assess the performance of others.
		√		√			√	2.4.6 work in different professional contexts.
			√					2.4.7 manage time efficiently.
	√							2.4.8 Self and continuous learning to keep himself up to date regarding

									Family medicine issues.
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يشترط فى قيد الطالب لدرجة الماجستير فى طب الاسرة:

• أ- أن يكون حاصلًا على درجة البكالوريوس فى الطب والجراحة من إحدى جامعات ج.م.ع أو على درجة معادلة لها من معهد علمى معترف به و معتمدة من المجلس الأعلى للجامعات بحد أدنى تقدير جيد للتسجيل للماجستير و تقدير مقبول لدرجة الدبلوم.

• يسمح للحاصل على الدبلوم العالى وفقا لنظام هذه اللائحة وبتقدير جيد على الأقل بتسجيل رسالة لاستكمال درجة الماجستير بشرط ألا يكون قد مر أكثر من ثلاث سنوات على تاريخ حصوله على درجة الدبلوم من كلية الطب جامع' بنها وبغض النظر على تقديره فى درجة البكالوريوس وبعد موافقة مجلس القسم و مجلس الكلية.

• يسمح للحاصل على الدبلوم وعلى خلاف لنظام هذه اللائحة أن يسجل لدرجة الماجستير بشرط أن يكون تقديره فى الدبلوم لا يقل عن جيد وبغض النظر عن تقديره فى البكالوريوس.

ب- أن يكون قد أمضى السنة التدريبية أو ما يعادلها (سنة الامتياز)

ج- موافقة جهة العمل أو ما يفيد أنه طبيب حر.

د- أن يتفرغ للدراسة لمدة سنة على الأقل فى الجزء الثانى (فصلين دراسيين)

هـ -تسديد الرسوم و مصاريف التدريب .

8- القواعد المنظمة لإستكمال البرنامج:

يشترط فى الطالب لنيل درجة دبلوم طب الاسرة

- حضور المقررات الدراسية واللقاءات العلمية بصفة مرضية طبقا للساعات المعتمدة.
- ينبغي ان يمر ستة اشهر بعد التسجيل لدرجة الدبلوم حتى يسمح للطالب بالتقدم لامتحان الجزء الاول (دور مايو او اكتوبر)
- يحق للطالب التقدم لامتحان الجزء الثاني بعد عام ونصف من التسجيل لدرجة الدبلوم بشرط النجاح في الجزء الاول
- المادة (28): نظام الامتحان للدبلوم من لائحة الدراسات العليا
- تعقد امتحانات الجزء الاول لدرجة الدبلوم في شهر ابريل ومن يرسب يعيد الامتحان في اكتوبر
- تعقد امتحانات الجزء الثاني خلال شهري مايو ونوفمبر من كل عام ولا تبدأ الدراسة في الجزء الثاني الا بعد النجاح في الجزء الاول
- يعتبر الطالب راسبا في المادة اذا حصل على اقل من 50 في المنه من درجة الامتحان التحريري او اقل من 50 في المنه من المجموع الكلي (التحريري والشفوي والعملي والاكاديمي) لهذه المادة
- المجموعه التي بها اكثر من ماده يشترط نجاح الطالب في كل ماده على حده
- المادة التي يكون امتحانها تحريري فقط يشترط نجاح الطالب الحصول على 50 في المنه على الاقل من درجة المادة
- من يرسب في ماده من مواد الدراسة بالجزء الاول او الثاني يؤدي الامتحان في المادة التي رسب فيها فقط
- يحدد عدد مرات التقدم لامتحان الجزء الاول 6 مرات خلال فتره لا تزيد عن ثلاث سنوات و اذا لم ينجح الطالب في هذه المده يلغى تسجيله
- تطلق فرصه التقدم للامتحان بالنسبه للجزء الثاني خلال الفتره القانونيه المسموح بها للتسجيل و من يرسب في امتحان الجزء الثاني من الماجستير يعيد الامتحانات بعد 6 اشهر
- يتقدم الطالب بطلب لدخول الامتحان الى قسم الدراسات العليا بعد اعتماده من القسم المانح للدرجه قبل موعد الامتحان بشهر على الاقل ويغلق باب التقدم قبل بدء الامتحان باسبوع
- لمجلس الجامعه الموافقه على اجراء اي تعديل في نظام الامتحان بعد موافقه مجلس الكليه ومجلس القسم المختص
- .
- اجتياز الطالب ل دورات في الحاسب الآلى (دورة في مقدمة الحاسب -دورة في تطبيقات الحاسب الآلى).

- **Date of Adoption of Standards in the governing Council: 13-9-2025**

## 5. Matrix of Academic Standards (Program Outcomes POs) with Courses

مصفوفة مضاهاة المقررات مع نواتج التعلم المستهدفة للبرنامج الدراسي

Knowledge & Understanding							ILOs	
2.a.7	2.a.6	2.a.5	2.a.4	2.a.3	2.a.2	2.a.1	Courses & codes	
							Courses	
√	√	√	√	√	√		FAM 501	Introduction to family medicine
√	√	√	√				FAM 502	Community medicine, Occupational health, and Administration
		√	√				FAM 503	Psychiatry
		√	√				FAM 504	Medical statistics & research methodology
							FAM 505	Clinical pathology
				√	√		FAM 506	Clinical pharmacology
							FAM 507	General practice in Pediatrics
		√	√				FAM 508	General practice in Internal medicine
√	√						FAM 509	General practice in Gynecology & maternal health

				√	√		<b>FAM 510</b>	<b>General practice in Dermatology</b>
			√				<b>FAM 511</b>	<b>General practice in General surgery &amp; Emergencies</b>
					√	√	<b>FAM 512</b>	<b>General practice in ENT &amp; Ophthalmology</b>
√	√						<b>FAM 513</b>	<b>Family medicine</b>

<b>Intellectual Skills</b>					<b>ILOs</b>	
<b>2.b.5</b>	<b>2.b.4</b>	<b>2.b.3</b>	<b>2.b.2</b>	<b>2.b.1</b>	<b>Courses &amp; codes</b>	
	√		√	√	<b>FAM 50501</b>	<b>Introduction to family medicine</b>
√	√				<b>FAM 502</b>	<b>Community medicine, Occupational health, and Administration</b>
√	√				<b>FAM 503</b>	<b>Psychiatry</b>
		√	√		<b>FAM 504</b>	<b>Medical statistics &amp; research methodology</b>

			√	√	<b>FAM 505</b>	<b>Clinical pathology</b>
		√	√		<b>FAM 506</b>	<b>Clinical pharmacology</b>
		√			<b>FAM 507</b>	<b>General practice in Pediatrics</b>
		√			<b>FAM 508</b>	<b>General practice in Internal medicine</b>
		√			<b>FAM 509</b>	<b>General practice in Gynecology</b>
		√			<b>FAM 510</b>	<b>General practice in Dermatology</b>
	√	√			<b>FAM 511</b>	<b>General practice in General surgery &amp; Emergencies</b>
	√				<b>FAM 512</b>	<b>General practice in ENT &amp; Ophthalmology</b>
		√	√		<b>FAM 513</b>	<b>Family medicine</b>

	<b>Practical &amp; clinical skills</b>	<b>ILOs</b>
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2.c.11	2.c.10	2.c.9	2.c.8	2.c.7	2.c.6	2.c.5	2.c.4	2.c.3	2.c.2	2.c.1	Courses & codes	
											Courses	
√	√	√	√	√							FAM 501	Introduction to family medicine
					√	√	√				FAM 502	Community medicine, Occupational health, and Administration
√			√	√							FAM 503	Psychiatry
			√	√							FAM 504	Medical statistics & research methodology
	√	√									FAM 505	Clinical pathology
	√	√									FAM 506	Clinical pharmacology
					√	√					FAM 507	General practice in Pediatrics
							√				FAM 508	General practice in Internal medicine
			√	√							FAM 509	General practice in Gynecology & maternal health
√						√	√				FAM 510	General practice in Dermatology

			√									<b>FAM 511</b>	<b>General practice in General surgery &amp; Emergencies</b>
	√											<b>FAM 512</b>	<b>General practice in ENT &amp; Ophthalmology</b>
					√							<b>FAM 513</b>	<b>Family medicine</b>

<b>General and transferable</b>							<b>ILOs</b>	
<b>2.d.7.</b>	<b>2.d.6</b>	<b>2.d.5</b>	<b>2.d.4</b>	<b>2.d.3</b>	<b>2.d.2</b>	<b>2.d.1</b>	<b>Courses &amp; codes</b>	
							<b>Courses</b>	
√	√	√	√		√	√	<b>FAM 501</b>	<b>Introduction to family medicine</b>
√	√				√		<b>FAM 502</b>	<b>Community medicine, Occupational health, and Administration</b>
			√				<b>FAM 503</b>	<b>Psychiatry</b>
				√	√		<b>FAM 504</b>	<b>Medical statistics &amp; research methodology</b>
	√	√	√				<b>FAM 505</b>	<b>Clinical pathology</b>
	√	√	√				<b>FAM 506</b>	<b>Clinical pharmacology</b>
	√	√	√				<b>FAM</b>	<b>General practice in Pediatrics</b>

							507	
	√	√	√				FAM 508	General practice in Internal medicine
				√			FAM 509	General practice in Gynecology
					√		FAM 510	General practice in Dermatology
					√		FAM 511	General practice in General surgery & Emergencies
		√					FAM 512	General practice in ENT & Ophthalmology
	√						FAM 513	Family medicine

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- Program responsible: Prof. .Dr Mona Hussein Elmahady
- Head of Department: Prof. .Dr Mona Hussein Elmahady

Program responsible Coordinators:

- Prof .Dr Mona Hussein Elmahady
- Prof. Dr. Eman Mohamed Araby

Head of Department: Pro Dr. Mona Hussein Elmahady

• Date: / /202

- Identification is done for each major/division/track/specialty in the final year (if any)
- Attach a separate matrix of elective courses (if any)

## 6. Teaching and Learning strategies/methods to achieve Program Outcomes:

- 1- Active learning
- 2- Outcome based learning
- 3- Distance learning
- 4- Case based learning

## 7. Student Assessment strategies/methods to verify and ensure students' acquisition of Program Outcomes:

ما تقيسه من مخرجات التعلم المستهدفة	الطريقة	م
To assess knowledge and understanding & intellectual skills: From 2.a.1-2.a.11 2. b.1-2. b.9.	Written examination	1
To assess knowledge and understanding, intellectual skills & General & transferable skills From From 2.a.1-2.a.11 2. b.1-2. b.9. 2.d.1-2.d.8	Oral examination	2
To assess knowledge and understanding, intellectual skills, Practical skills From 2.a.1-2.a.11 2. b.1-2. b.9. 2.c.1-2.c.6	Practical examination	3

## 8. Program Key Performance Indicators (if any)

No.	Performance Indicator	Target Level	Method	Measurement
1.				
2.				
3.				

**Name & Signature**  
**Program Coordinator**  
**Prof.dr. Mona Elmahdy**

**Name & Signature**  
**Vice Dean for post graduates**  
**Prof dr. Hesham Rashid**

# Course Specification (2025)

## 1. Basic Information

Course Title	Introduction to family medicine			
Course Code	Fam 501			
Department/s participating in delivery of the course	Family Medicine Departments			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify)	Total
	3 credit hour			3 credit hour
Course Type	اجباري			

Academic level at which the course is taught	<b>1<sup>ST</sup> part</b>
Academic Program	<b>Diplome of Family Medicine</b>
Faculty/Institute	<b>Faculty of medicine</b>
University/Academy	<b>Benha University</b>
<b>Name of Course Coordinator</b>	<b>prof.dr.Mona Elmahdy</b>
Course Specification Approval Date	<b>13-9-2025</b>
Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)	<b>15 - 9 - 2025</b>

## 2. Course Overview (Brief summary of scientific content)

- **Introduction to family medicine**
- **Family and Family Dynamic**
- **Family Genogram**
- **The health care infrastructure in Egypt**
- **Family Health Model**
- **Family Physicians**
- **Family Health Team**
- **Family Health Records**
- **The Basic Benefit Package (B.B.P.)**
- **An Introduction to Medical Ethics**
- **Communication Skills in Family Practice**
- **Consultation**
- **Anticipatory Care**
- **Counseling**
- **Referral**

- **Screening in Family Practice**
- **Patient Compliance**
- **Travel medicine**
- **Quality in primary health care**
- **Audit**
- **Patient Education**
- **Infection Control in Family Practice**
- **Emerging infectious diseases**

### 3. Course Learning Outcomes CLOs

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

##### 1-Course Aim:

- ✓ **Adopt the holistic approach.**
- ✓ **Diagnosis and management of cases attending the Family health facility/ Primary Health Care services.**
- ✓ **Conduct Problem solving approach, specific to Family practice/ Primary Health Care.**
- ✓ **Take an action about who and where to refer if beyond his capacity of control**
- ✓ **Apply different communication skills in health education programs**
- ✓ **Develop the attitude of self continuous professional development to be always evidence based decision maker**

##### 2-Course ILOs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.a</b>	<b>Knowledge and understanding</b>	<b>2.a.1</b>	<b>Explain family life cycles, events, stress and illness.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.2</b>	<b>Understand the concept and principles of family medicine holistic approach</b>
		<b>2.a.3</b>	<b>List the main ethical principles in patient care.</b>
		<b>2.a.4</b>	<b>Identify the roles and duties of family physician and health team</b>
		<b>2.a.5</b>	<b>Discuss the quality of health care system</b>
		<b>2.a.6</b>	<b>List the components of basic benefit Package</b>
		<b>2.a.7</b>	<b>Understand the definition, theories and approaches of medical counseling</b>
		<b>2.a.8</b>	<b>Understand the principles and practice of patient-centered communication</b>
		<b>2.a.9</b>	<b>Identify the referral system process, feedback and follow up</b>
		<b>2.a.10</b>	<b>Understand health team consultation and principles of referral process</b>
		<b>2.a.11</b>	<b>Understand Criteria of best evidence based health practice</b>
		<b>2.a.12</b>	<b>Understand the limitations of evidence in patients with chronic disease in primary care</b>
		<b>b.2</b>	<b>Intellectual Skills</b>
<b>2.b.2</b>	<b>Correctly interpret information gathered from records</b>		
<b>2.b.3</b>	<b>Acquire the capacity to communicate with medical and non medical personnel.</b>		
<b>2.b.4</b>	<b>Acquire the art of integration (clinical evidence-research evidence- patient preference)</b>		
<b>2.b.5</b>	<b>Competently and appropriately perform patient counseling and use varieties of consultation models and communication skills.</b>		
<b>2.b.6</b>	<b>Provide sound advice, appropriate immunizations, and effective prophylaxis (e.g. for malaria) to patients who intend to travel to countries where there is risk of infection</b>		

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.c</b>	<b>Professional and Practical Skills</b>	<b>2.c.1</b>	<b>Handle and keep an appropriate easily retrieved health information system</b>
		<b>2.c.2</b>	<b>Practice genogram drawing.</b>
		<b>2.c.3</b>	<b>Practice evidence based medicine in his research.</b>
		<b>2.c.4</b>	<b>Counsel travelers about precautions of travelling to areas of different endemic diseases.</b>
		<b>2.c.5</b>	<b>Conduct home visiting.</b>
		<b>2.b.6</b>	<b>Promotion of community health</b>
		<b>2.c.6</b>	<b>Manage data of family medical records</b>
		<b>2.c.7</b>	<b>Practicing referral</b>
		<b>2.c.8</b>	<b>Initiate, utilize and audit medical records to insure appropriateness of continuity of care.</b>
		<b>2.c.9</b>	<b>Use communication skills in conduction of health education sessions and seminars</b>
		<b>2.c.10</b>	<b>Quality assurance of PHC delivery and continuous quality improvement</b>
		<b>2.c.11</b>	<b>Perform screening according to national and evidence-based guidelines. This includes screening for individuals and population-based screening .</b>
		<b>2.c.12</b>	<b>Provide appropriate counseling in health and disease e.g. genetics, adolescent premarital, cancer, family planning, travelers and nutrition.</b>
<b>2.c.13</b>	<b>Demonstrate that they base their treatment and referral decisions on best available evidence.</b>		
<b>2.d</b>	<b>General and Transferable Skills</b>	<b>2.d.1</b>	<b>Establish life-long self-learning required for continuous professional development.</b>
		<b>2.d.2</b>	<b>Present information clearly in written, electronic and oral forms.</b>
		<b>2.d.3</b>	<b>Establish effective interpersonal relationship to Communicate ideas and arguments.</b>
		<b>2.d.4</b>	<b>Work as an effective team member.</b>
		<b>2.d.5</b>	<b>Lead other members of the team to achieve objectives.</b>
		<b>2.d.6</b>	<b>Manage time efficiently.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.7</b>	<b>Respect the role of others, superiors, colleagues.</b>
		<b>2.d.8</b>	<b>Support the patient right in Family practice / Primary Health Care.</b>
		<b>2.d.9</b>	<b>Accept referral process and consultation with other physician</b>
		<b>2.d.10</b>	<b>Acquire A capacity use of empathy and for forming an effective relationship with patients.</b>
		<b>2.d.11</b>	<b>Willing and critically evaluate his own work</b>

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	Introduction to family medicine	1.5	1.5			
2	Family and Family Dynamic	1.5	1.5			
3	Family Genogram	1.5	1.5			
4	The health care infrastructure in Egypt	1.5	1.5			
5	Family Health Model	1.5	1.5			
6	Family Physicians	1.5	1.5			
7	Family Health Team	1.5	1.5			
8	The Basic Benefit Package (B.B.P.)	1.5	1.5			
9	An Introduction to Medical Ethics	3	3			
10	Communication Skills in Family Practice	3	3			
11	Consultation	1.5	1.5			
12	Anticipatory Care	3	3			
13	Counseling	1.5	1.5			
14	Referral	1.5	1.5			
15	Screening in Family Practice	3	3			
16	Patient Compliance	1.5	1.5			
17	Travel medicine	3	3			
18	Quality in primary health care	3	3			
19	Audit	1.5	1.5			
20	Patient Education	3	3			

21	Infection Control in Family Practice	3	3			
22	Emerging infectious diseases	3	3			
23	Total	45 hours	45 hours			

#### 4. Teaching and Learning Methods

4.1 Modified lectures

4.2 Attending the department scientific seminars and thesis discussion

4.3 Group discussion

4.4 Problem solving

4.5 Brain storming

4.6 Field training

#### Course Schedule

#### 5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (150)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving question		100 degrees	66.7%
2	Structured oral examination		50 degrees	33.3%
3	Practical examination		-	-

4	<b>Log book :</b> <b>Attendance</b> <b>Assignment</b> <b>Seminar</b>	<b>Student will not allowed to enter the final exam unless fulfilling requirements of logbook</b>
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\* The methods mentioned are examples, the organization may add and/or delete

## 6. Learning Resources and Supportive Facilities \*

<b>Learning resources (books, scientific references, etc.) *</b>	<b>The main (essential) reference for the course</b>  (must be written in full according to the scientific documentation method)	<p><b>- Basic materials:</b></p> <p><b>a- Lecture notes:</b> Department notebook: <b>Handouts</b> of the staff member in the department and Power point presentations</p> <p><b>b- Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier</p> <p><b>c- Rakel Essentials of Family Medicine:</b> Robert E. Rakel, MD (Eds.) , Fundamentals and Case Studies (2006)</p>
	<b>Other References</b>	<ul style="list-style-type: none"> <li>• <b>Essential books (text books):</b> <ul style="list-style-type: none"> <li>○ <b>Current Diagnosis &amp; Treatment in Family Medicine:</b> Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> <li>○ <b>First Aid for the Family Medicine Boards: (first aid Specialty Boards).</b> Tao Le, Christine Dehlendorf,</li> </ul> </li> </ul>

		<p style="text-align: right;"><b>Michael Mendoza, Cynthia. McGraw-Hill. 2008</b></p> <ul style="list-style-type: none"> <li>• <b>Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</b></li> </ul> <p style="text-align: center;">○</p> <p style="text-align: right;">•</p>
	<p><b>Electronic Sources</b> (Links must be added)</p>	<p>Periodicals, Web sites ... etc</p> <p>National Institute for Clinical Excellence (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a></p> <p>Scottish Intercollegiate Guidelines Network (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a></p> <p>British National Formulary (BNF): <a href="http://www.bnf.org">http://www.bnf.org</a></p>
	<p><b>Learning Platforms</b> (Links must be added)</p>	<ul style="list-style-type: none"> <li>◆ <b>American Association for internal medicine</b></li> <li>◆ <b>American academy of family medicine</b></li> <li>◆ <b>American association of family medicine</b></li> </ul> <ul style="list-style-type: none"> <li>▪ <b>WHO.int.com</b></li> <li>▪ <b>Pub. Med</b></li> <li>▪ <b>Google</b></li> <li>▪ <b>Science direct</b></li> </ul>
	<p><b>Other</b> (to be mentioned)</p>	<p><b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine</b> Paul M. Paulman, Audrey A. Paulman&amp;</li> </ul>

		<p>Jeffery D. Harrison. Third edition, Lippincott Williams &amp; Wikins. 2008</p> <ul style="list-style-type: none"> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b></li> </ul> <p>Alfred F. Tallia, Joseph E. Scherger &amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</p> <ul style="list-style-type: none"> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	<b>Teaching tools: including screens, black board white board, data show, computers, laser printer, scanner &amp; copier.</b>
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching class &amp; teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	<b>Computer programs and compact CD</b>
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

# Course Specification

## (2025)

### 7. Basic Information

Course Title	Occupational, Community and Administration			
Course Code	Fam 502			
Department/s participating in delivery of the course	family medicine department			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify )	Total
	1			1
Course Type	اجباري			
Academic level at which the course is taught	1st part			
Academic Program	Diplome family medicine			
Faculty/Institute	Faculty of Medicine			
University/Academy	Benha University			
Name of Course Coordinator	Prof.dr. Raneyah hamdy			
Course Specification Approval Date	13-9-2020			

## **8. Course Overview (Brief summary of scientific content)**

### **Course contents**

- Epidemiologic Principles**
- Nutritional assessment**
- Environmental sanitation**
- Common health problems in Egypt**

## **9. Course Learning Outcomes CLOs**

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

#### **Course Aim :**

- Awareness of his role in community development, health promotion and protection of the environment**
- Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community-oriented family physicians.**
- Conduct Problem solving approach, specific to Family practice/ Primary Health Care.**
- Understand the epidemiology of the common health problems in the community (Communicable, non-communicable, behavioral and environmental).**
- Being aware of updating problems in the field of community medicine**
- Determination of practical problems and suggestion of solutions**
- Identify environment pollutants and their impact on community health.**

- Performance of practical skills and utilization of suitable technological methods in clinical practice.

## 2- Course ILOs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.a</b>	<b>Knowledge and understanding</b>	<b>2.a.1</b>	<b>Recognize the difference between preventive and curative medicine</b>
		<b>2.a.2</b>	<b>Recognize the concept of health normality including mental, social, physical and spiritual aspects of health and quality of life as well as models of disease causation</b>
		<b>2.a.3</b>	<b>Describe the role of Agent, host &amp; environmental factors in occurrence of disease</b>
		<b>2.a.4</b>	<b>Show a wide knowledge of the epidemiology of risk factors for disease including alcohol and substance abuse, accidents, child abuse, obesity, unhealthy nutrition, lack of exercise, poor hygiene, genetic factors, occupation, social deprivation and sexual behavior, etc...</b>
		<b>2.a.5</b>	<b>Demonstrate the principles of epidemiology and categorize the common health problems in the community</b>
		<b>2.a.6</b>	<b>Understand the epidemiological approach in describing any health problem</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.a.7	Discuss different communicable and non-communicable diseases on epidemiological base including host, agent and environmental factors that increasing the susceptibility of disease occurrence
		2.a.8	Discuss principles of disease prevention & early detection of common community health problems
		2.a.9	Determine different vulnerable groups in the community and their specific health problems
		2.a.10	Demonstrate familiarity with the epidemiology of established disease as it presents in primary care, and the major causes of morbidity and mortality in the local community
		2.a.11	Apply the principles of immunization and vaccination, and have thorough knowledge of the compulsory free national immunization schedule and other optional immunizations available on the private market
		2.a.12	Appreciate the importance of disease surveillance and comply with the legal obligation of notifying infectious disease
		2.a.13	Explain the importance of nutrition in health and disease
		2.a.14	Demonstrate the principles of nutrition and categorize the nutritional disorders
		2.a.15	Recognize the relation between infection & malnutrition
		2.a.16	Demonstrate knowledge of the epidemiology of unhealthy nutrition and related disease in the local community

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.17</b>	<b>Describe the basic nutritional requirement of different groups according to their needs</b>
		<b>2.a.18</b>	<b>Illustrate the different nutritional disorders</b>
		<b>2.a.19</b>	<b>Know basics and advanced knowledge about malnutrition</b>
		<b>2.a.20</b>	<b>Describe any health related problem on epidemiological base to identify its cause or risk (s) for future application of preventive and control measures, if any</b>
		<b>2.a.21</b>	<b>Understand Concepts &amp; definition of environment</b>
		<b>2.a.22</b>	<b>Discuss and identify environment hazards</b>
		<b>2.a.23</b>	<b>Explain the impact of adverse social environmental factors on health including the poverty, unemployment, poor housing, malnutrition, occupational hazards and pollution</b>
		<b>2.a.24</b>	<b>Discuss the effect of human activities on environment and how to protect it</b>
<b>2.b</b>	<b>Intellectual Skills</b>	<b>2.b.1</b>	<b>Define epidemiological needs of the community</b>
		<b>2.b.2</b>	<b>Identify the basics of clinical epidemiology</b>
		<b>2.b.3</b>	<b>Outline the different Health indicators and tools in epidemiology ( morbidity , mortality and risk indices)</b>
		<b>2.b.4</b>	<b>Qualitative measurements of health (social aspects, quality of life )</b>
		<b>2.b.5</b>	<b>Health promotion and life style modification</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.6	Describe different preventive strategies for common health problems in the Egyptian community
		2.b.7	Differentiate between nutritional disorders
		2.b.8	Correlate between healthy life-style , healthy diet and decreased probability of chronic diseases
2.c	Professional and Practical Skills	2.c.1	Plan a program for prevention and control of different health problem
		2.c.2	Design an investigation of communicable disease outbreak or chemical or biological incident
		2.c.3	Assess the nutritional status of different vulnerable groups
		2.c.4	Design a prevention & control program for malnutrition
		2.c.5	Calculate the body mass index to diagnose obesity
		2.c.6	Calculate the recommended daily amount of different food staff according to the physiological and health status of individual
		2.c.7	Estimate the impacts and burden of diseases and health problems on the community using standard indicators.
2.d	General and Transferable Skills	2.d.1	Establish life-long self-learning required for continuous professional development
		2.d.2	Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice
		2.d.3	Participate in community development and in drawing up and

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<b>implementing development policies and plans</b>
		<b>2.d.4</b>	<b>Retrieve, manage, and manipulate information by all means, including electronic means</b>
		<b>2.d.5</b>	<b>Present information clearly in written, electronic and oral forms</b>
		<b>2.d.6</b>	<b>Respect the role of others, superiors, colleagues</b>
		<b>2.d.7</b>	<b>Manage time and meeting effectively</b>
		<b>2.d.8</b>	<b>Lead a team in a popular practical way</b>
		<b>2.d.9</b>	<b>Willing and critically evaluate his own work</b>

## 10. Teaching and Learning Methods

**4.1 Modified lectures**

**4.2 Attending the department scientific seminars and thesis discussion**

**4.3 Group discussion**

**4.4 Problem solving**

**4.5 Brain storming**

**4.6 Field training**

**Course Schedule**

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	- <u>Epidemiologic principles</u> -Introduction.of epidemiology, Objectives, Uses and Types of epidemiology -Concept of health & disease	1	1			
2	-Epidemiological triad, epidemiological approach basic measurements and tools in epidemiology -pattern of disease distribution, infectious cycle , mode of disease transmission	1	1			
3	-Immunity.and vaccination Seroprophylaxis& chemoprophylaxis	1	1			
4	-Prevention & Control of infectious diseases	1	1			
5	-Investigation of an epidemic -Public.health Surveillance -Nosocomial infections	1	1			
6	<u>Nutritional assessment</u> -Nutrient sources, functions, effect of deficiency & excess, -Role of Protein, carbohydrate, vitamins and minerals in relation to health	1	1			

	<b>-Relation between nutrition &amp; health</b>					
7	<ul style="list-style-type: none"> <li>-Food pyramid,</li> <li>-Characteristics of an adequate diet</li> <li>Describe diets for normal individual &amp; vulnerable groups.</li> <li>-Nutritional assessment.</li> </ul>	1	1			
8	<p><b>Common health problems in Egypt</b></p> <ul style="list-style-type: none"> <li>• Nutritional problems: <ul style="list-style-type: none"> <li>-Deficiency diseases; Vitamin A deficiency, rickets, Osteomalacia ; Scurvey; beriberi and pellagra...etc</li> <li>-Malnutrition problems, PEM, obesity, it's etiology, prevention and control.</li> </ul> </li> </ul>	1	1			
9	<ul style="list-style-type: none"> <li>• Communicable diseases: <ul style="list-style-type: none"> <li>-URTI, Gastroenteritis, TB, Food poisoning, Hepatitis, Rabies, Schistosomiasis, Malaria STDs,...</li> </ul> </li> </ul>	1	1			
10	<ul style="list-style-type: none"> <li>• Chronic,Non-communicable diseases and related topics: <ul style="list-style-type: none"> <li>Hypertension and coronary artery diseases, Rheumatic heart disease, Diabetes mellitus, ..</li> </ul> </li> </ul>	1	1			
11	<ul style="list-style-type: none"> <li>-Cancer (Lung, breast, colon, and cervix ...) -- Smoking&amp; injuries</li> </ul>	1	1			
12	<p><b>Social problems:- Broken family, problem family), Delinquency&amp; Drug</b></p>	1	1			

	<b>addiction and substances abuse</b>					
13	<b>Occupational health &amp; some occupational diseases</b>	<b>1</b>	<b>1</b>			
14	<b>-<u>Environmental sanitation</u></b> • <b>-Concepts &amp; definition of environment,</b> <b>- Environment hazards ;( physical, biological, chemical, mechanical and psychosocial hazards) and its impact on health</b>	<b>1</b>	<b>1</b>			
15	<b>-pollutants and health impacts (air ,water, wastes, , vectors, soil, .....</b>	<b>1</b>	<b>1</b>			

## 11. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	<b>Written examination:</b> <b>Structured essay questions</b> <b>MCQs</b> <b>Problem solving question</b>		<b>30</b>	<b>(50%)</b>
2	<b>Structured oral examination</b>		<b>20</b>	<b>(40%)</b>
3	<b>Practical examination</b>			
4	<b>Log book:</b> <b>Attendance</b> <b>Assignment</b> <b>Seminar</b>			<b>Student will not be allowed to enter the final exam unless fulfilling requirements of logbook</b>

\* The methods mentioned are examples, the organization may add and/or delete

## 12. Learning Resources and Supportive Facilities \*

<p>Learning resources (books, scientific references, etc.) *</p>	<p>The main (essential) reference for the course (must be written in full according to the scientific documentation method)</p>	<p><b>Basic materials:</b></p> <p><b>a- Lecture notes:</b>            Department notebook: <i>Handouts</i> of the staff member in the department and Power point presentations</p> <p><b>b- Rakel: Textbook of Family Medicine, ed. Copyright © 2007 Saunders, An Imprint Elsevier</b></p> <p><b>c- Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.) , Fundamentals and Case</b></p>
	<p>Other References</p>	<p><b>Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• <b>Wallace/Maxcy-Rosenau-Last public health &amp; preventive medicine Robert B.Wallace: Brownson –Schecter - Scutchfield- Zaza. 15th edit.2008.</b></li> <li>• <b>PARK’s Textbook of preventive and social medicine by John Everett Park- Banarsidas Bhanot 23th edition 2016</b></li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine: Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</b></li> <li>• <b>First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</b></li> </ul>
	<b>Electronic Sources</b> (Links must be added)	<b>Periodicals, Web sites ... etc</b> (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> (BNF): <a href="http://www.bnf.org">http://www.bnf.org</a>
	<b>Learning Platforms</b> (Links must be added)	
	<b>Other</b> (to be mentioned)	<b>Recommended books:</b> <ul style="list-style-type: none"> <li>• <b>Text books in Medical epidemiology and social sciences</b></li> <li>• <b>Text books in infectious diseases and non communicable diseases epidemiology</b></li> <li>• <b>Taylor' s manual of family medicine Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</b></li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b>   <b>Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</b></li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- - Springer (2017)</b></li> </ul>
<b>Supportive facilities &amp; equipment for teaching</b>	<b>Devices/Instruments</b>	<b>Teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner &amp; copier.</b>

<b>and learning *</b>		
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching class &amp; teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature  
Course Coordinator**

**Name and Signature  
Program Coordinator**

# Course Specification

## (2025)

### 13. Basic Information

Course Title	psychiatry & behavioral sciences			
Course Code (according to the bylaw)	Fam 503			
Department/s participating in delivery of the course	Psychiatry and Neurology Department , in collaboration with Family Medicine Department			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify)	Total
	1 credit hour			1 credit hour
Course Type	اجبارى			
Academic level at which the course is taught	1 <sup>st</sup> part			
Academic Program	Diplome family medicine			
Faculty/Institute	Faculty of medicine			
University/Academy	Benha university			
Name of Course Coordinator	Prof.Dr. Shewikar Elbakry			

<b>Course Specification Approval Date</b>	<b>2020-9-13</b>
<b>Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)</b>	<b>15 - 9 - 2025</b>

## 14. Course Overview (Brief summary of scientific content)

### Course content

- Somatization
- Anxiety
- Depression
- Eating and sleep disorder
- Psychosexual problems
- Mental illness e.g. schizophrenia
- Hyperactive disorder
- Learning difficulties and mental disorder
- The effect of bereavement and loss and their complications
- Continuing care of chronic conditions (manic- depression illness or mental handicap)
- Complete neurological examination
- Emergency and cerebral strokes
- Localization in neurology
- Bioethical issues in neurology
- demyelinating disease, dizziness, headache, movement disorder, neuromuscular disease, seizure disorder,  
and cerebrovascular disease.

## 15. Course Learning Outcomes CLOs

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

Course Aim :

- ☞ Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community oriented family physicians.
- ☞ Adopt the holistic approach.
- ☞ Diagnosis and management of common psychological disorders
- ☞ Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
- ☞ Scientifically analyze and criticize knowledge in psychiatry and related branches.
- ☞ Integrate scientific knowledge in psychiatry and related branches to detect and develop relations between them.
- ☞ Promote a healthy drug-free lifestyle.
- ☞ Screen for common neurological and psychological health problems for early diagnosis and treatment.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
.2.a	Knowledge and understanding	.2.a.1	Understand and devise family medicine program based on local needs.
		.2.a.2	Recognize the etiology, clinical manifestations of important and common neurological and psychological health problems presented to the primary health care
		.2.a.3	Recall the main lines of management according to the latest available evidence
		.2.a.4	Describe different preventive strategies for common neurological and psychological health problems in the Egyptian community
		.2.a.5	Appreciate the importance of the negative social impact of mental health problems and

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			drug abuse on the patient, his/her family, friends, dependants and employers. Describe the extent and implications of stigma and social exclusion.
		.2.a.6	Demonstrate adequate consulting skills and show empathy and compassion in the approach towards patients with chronic illness.
		.2.a.7	Appreciate the high prevalence of mental health problems, and substance misuse in the community, present even in youngsters.
		.2.a.8	Understand and give examples of organic disease that may present with neuropsychiatric symptoms and signs (e.g. hypoglycemia; thyroid disease).
		.2.a.9	Be familiar with the Mental Health Act and the legal requirements for compulsory admission to the psychiatric hospital.
		.2.a.10	Describe the evidence for the effectiveness of talk-therapies (e.g. cognitive-behavioral therapy) in the management of mental illness.
		.2.a.11	Show wide knowledge on the pharmacological treatment options for neurological disorders, mental illness, and substance misuse. Know the indications, contra-indications, cautions, interactions, dosage regimens and common adverse effects of frequently used drugs.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		.2.a.12	Follow legal requirements when prescribing psychotropic or narcotic drugs. Prescribe these drugs responsibly: only when indicated and for the shortest duration possible. Appreciate the potential of addiction and misuse of these medications.
		.2.a.13	Appreciate that non-adherence to medication is very common. Appreciate that involving the patient in decision-making improves concordance to treatment.
<b>2.b.</b>	<b>Intellectual Skills.</b>	<b>2.b.1</b>	Distinguish between the role of family medicine physician and specialist
		<b>2.b.2</b>	Integrate information from different sources to reach a definite diagnosis
		<b>2.b.3</b>	Describe the signs and symptoms of common neurological and psychological disorders
		<b>2.b.4</b>	Perform screening appropriately tailored to each member whenever available
		<b>2.b.5</b>	Recognize particular groups of patients at higher risk of mental illness (e.g. children from broken families; victims of abuse; postpartum; the bereaved) and take measures to protect them.
		<b>2.b.6</b>	Recognise normal emotional distress, such as in recent bereavement, and avoid over-treating.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.b.7</b>	Take a holistic bio-psycho-social approach to the diagnosis and management of mental health problems and drug misuse.
		<b>2.b.8</b>	Apply sound evidence-based criteria to assess severity of mental illness and drug-related problems, to decide when to refer a patient to secondary care and whether the referral should be as an emergency, urgent or routine appointment.
		<b>2.b.9</b>	Describe early indicators of difficulty in the psychological wellbeing of children and young people. Respond quickly to concerns raised by parents, family members, early-years workers, teachers and others who are in close contact with the child or young person.
		<b>2.b.10</b>	Describe how to access health and social care organizations, both voluntary and statutory, that are an essential component of managing people with mental health problems.
		<b>2.b.11</b>	Demonstrate an evidence-based approach towards investigation and management of common neurological and psychological health problems and drug-related problems.
		<b>2.b.12</b>	Assess the impact of psychiatric disease on the patient's quality of life and fitness to work, making appropriate recommendations.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.b.13</b>	Coordinate care with other health care professionals, such as psychiatrists, psychiatric nurses, practice nurses, social workers, psychologists, psychotherapists and pharmacists to enable optimal mental illness and addiction management and rehabilitation.
<b>2.c.</b>	<b>Professional and Practical Skills</b>	<b>2.c.1</b>	Show appropriate professional attitude with the patient including empathy, trust worthiness, respect for privacy and dignity and rights of the patient
		<b>2.c.2</b>	Admit his level of competency and accept constructive feedback and respond appropriately
		<b>2.c.3</b>	Work effectively in a team accepting principles of collective responsibility.
		<b>2.c.4</b>	Demonstrate
		<b>2.c.5</b>	Take appropriate history from the patient .
		<b>2.c.6</b>	Perform a complete neurological and mental state examination.
		<b>2.c.7</b>	Manage primary care contact with any patient who presents with symptoms and signs of neurological and psychological health problems and drug-related problems.
		<b>2.c.8</b>	Deal with patients on drug abuse.
		<b>2.c.9</b>	Make appropriately the use of doctor / patient relationship.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.10</b>	Appropriate referral of acute and incurable psychological problems.
		<b>2.c.11</b>	Deal with behavioral problems in different groups and at different life events.
		<b>2.c.12</b>	Make use of psychoactive drugs.
		<b>2.c.13</b>	Know and use the simple methods of behavioral therapy and family therapy.
		<b>2.c.14</b>	Screening, and diagnosis of people experiencing psychological and mental health problems, using validated instruments where they are available.
		<b>2.c.15</b>	Use of depression rating scales, and other aids in the evaluation of possible diagnosis and severity
		<b>2.c.16</b>	Have an understanding of the nature and role of urine, and other tests in the management of drug abuse treatment
		<b>2.c.17</b>	Screen patients for alcohol and substance misuse. Ensure that personal opinion does not prejudice clinical management , and help the patient to change his/her lifestyle. When indicated, offer medication (for a short period and with early follow-up) or referral to other health professionals or group sessions
		<b>2.c.18</b>	Screen patients for depression. Screen depressed patients for suicidal intent. Describe inherent patient factors that increase risk.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			Treat risk for suicide seriously and take appropriate measures to curtail it.
		<b>2.c.19</b>	Intervene urgently when patients present with a psychiatric emergency, assessing danger, managing the situation calmly and calling early for help from other mental health professionals.
		<b>2.c.20</b>	Recognize that mental illness often presents with somatic features and manage appropriately.
<b>2.c.</b>	<b>General and Transferable Skills</b>	<b>2.c.1</b>	Establish life-long self-learning required for continuous professional development.
		<b>2.c.2</b>	Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.
		<b>2.c.3</b>	Retrieve, manage, and manipulate information by all means, including electronic means.
		<b>2.c.4</b>	Present information clearly in written, electronic and oral forms.
		<b>2.c.5</b>	Manage time efficiently.
		<b>2.c.6</b>	Respect the role of others, superiors, colleagues.
		<b>2.c.7</b>	Present research in scientific meetings
		<b>2.c.8</b>	To be honest in calculating data, analysis and interpretation.
		<b>2.c.9</b>	Use drugs in a rational cost effective manner

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.10</b>	<b>Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.</b>
		<b>2.c.11</b>	<b>Provide continuity of care and well-timed follow-up.</b>

## 16. Teaching and Learning Methods ..

4.1 Modified lectures

4.2 Attending the department scientific seminars and thesis discussion

4.3 Group discussion

4.4 Problem solving

4.5 Brain storming

4.6 Field training

### Course Schedule

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	Somatization	1	1			
2	Anxiety	1	1			
3	Depression	1	1			
4	Eating and sleep disorder	1	1			
5	Psychosexual problems	1	1			
6	Mental illness e.g. schizophrenia	1	1			
7	Hyperactive disorder	1	1			
8	Learning difficulties and mental disorder	1	1			
9	The effect of bereavement and loss and their complications	1	1			
10	Continuing care of chronic conditions (manic- depression illness or mental handicap)	1	1			
11	Complete neurological examination	1	1			
12	Emergency and cerebral strokes	1	1			
13	Localization in neurology	1	1			
14	Bioethical issues in neurology	1	1			
15	demyelinating disease, dizziness, headache, movement disorder, neuromuscular disease, seizure disorder, and cerebrovascular disease.	1	1			
16	Total	15	15 hours			

## 17. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks (50)
1	Exam 1 written (Semester work)			30(50%)
2	Exam 2 ..... (Semester work)			

3	Final Written Exam			
	Final Practical/Clinical/... Exam			
	Final Oral Exam			20(40%)
	Assignments / Project /Portfolio/ Logbook			Student will not allowed to enter the final exam unless fulfilling requirements of logbook
	Field training			
	Other (Mention)			

\* The methods mentioned are examples, the organization may add and/or delete

## 18. 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)	<p>⇒ <b>Basic materials:</b></p> <p>a- <b>Lecture notes:</b> Department notebook: <b>Handouts</b> of the staff member in the department and Power point presentations</p> <p>b- <b>Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Im</p> <p>c- <b>Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.) , Fundamentals of Family Medicine Studies (2006)</b></p>
	Other References	<p>⇒ - <b>Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• <b>Caplen</b> ..... psychiatry</li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine:</b> Jeannette E. S. Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> <li>• <b>First Aid for the Family Medicine Boards: (first aid Specialty Boards)</b> Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> <li>• <b>Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chr</b> Edition, 2004 Oxford University Press</li> </ul>

	<p><b>Electronic Sources</b> (Links must be added)</p>	<ul style="list-style-type: none"> <li>○ <b>National Institute for Clinical Excellence (NICE):</b> <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> The National Institute for Clinical Excellence is developing a series of national guidelines to secure consistent, high quality, evidence-based practice.</li> <li>○ <b>Scottish Intercollegiate Guidelines Network (SIGN):</b> <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> The Scottish Intercollegiate Guidelines Network (SIGN) objective is to improve the quality of health care for patients by reducing variation in practice &amp; outcome, through the development &amp; dissemination of national clinical guidelines containing recommendations for effective practice based on current evidence.</li> <li>○ <b>British National Formulary (BNF):</b> <a href="http://www.bnf.org">http://www.bnf.org</a> This reference provides up-to-date guidance on prescribing, dispensing and advice on medicines.</li> </ul>
	<p><b>Learning Platforms</b> (Links must be added)</p>	<ul style="list-style-type: none"> <li>◆ <b>Periodicals, Web sites ... etc.:</b></li> <li>◆ American Association for psychiatry</li> <li>◆ American academy of family medicine</li> <li>◆ American association of family medicine <ul style="list-style-type: none"> <li>▪ WHO.int.com</li> <li>▪ Pub. Med</li> <li>▪ Google</li> <li>▪ Science direct</li> </ul> </li> </ul>
	<p><b>Other</b> (to be mentioned)</p>	<p>⇒ <b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Handbook of psychiatry</b>.....</li> <li>• <b>Taylor's manual of family medicine</b> Paul M. Paulman, Audrey A. Paulman, D. Harrison. Third edition, Lippincott Williams &amp; Wilkins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b> Alfred F. Tallia, Joseph E. Scherger &amp; Nancy W. Dickey, Sixth edition, Mosby</li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass</b>-Springer (2017)</li> </ul>

<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	Teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner & copier.
	<b>Supplies</b>	Adequate infrastructure: including teaching places (teaching class & teaching hall) provide comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial, security
	<b>Electronic Programs</b>	Computer programs and content
	<b>Skill Labs/Simulators</b>	Teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	

*\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course*

**Name and Signature  
Course Coordinator**

**Name and Signature  
Program Coordinator**

# Course Specification

## (2025)

### 19. Basic Information

<b>Course Title</b>	<b>Medical Statistics and Research Methodology</b>			
<b>Course Code</b>	<b>Fam 504</b>			
<b>Department/s participating in delivery of the course</b>	<b>Community, Environmental and Occupational Medicine Department, in collaboration with Family Medicine Department</b>			
<b>Number of credit hours/points of the course (according to the bylaw)</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Other (specify)</b>	<b>Total</b>
	<b>1 credit hour</b>	<b>-</b>	<b>-</b>	<b>1 credit hour</b>
<b>Course Type</b>	<b>اجباري</b>			
<b>Academic level at which the course is taught</b>	<b>1<sup>st</sup> part</b>			
<b>Academic Program</b>	<b>Diplome family medicine</b>			
<b>Faculty/Institute</b>	<b>Faculty Of Medicine</b>			
<b>University/Academy</b>	<b>Benha University</b>			
<b>Name of Course Coordinator</b>	<b>Prof.dr.Mona Elmahdy</b>			

Course Specification Approval Date	2020-9-13
Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)	15 - 9 - 2025

## 20. Course Overview (Brief summary of scientific content)

- **Collection of data:**
  - -Types of variables and data
  - -Source of data & methods of data collection
  - -Questionnaire design
  - -Sampling and sampling design
- **Descriptive statistics**
  - -Presentation of data:
  - -Tabular presentation
  - -Graphic presentation
  - -Mathematical presentation
  - -Measures of central tendency
  - -Measures of dispersion
  - -Descriptive statistics for nominal data: proportion & percentages
- **Normal distribution curve**
- **Analytical statistics**
  - -Hypothesis testing
  - -Tests of significance& Interpretation of selected tests of significance
  - -Estimation and confidence interval
  - -Correlation and regression
- **Systematic review and meta analysis**
- **Epidemiological studies and study design**
- **Screening**
- **Research design steps &protocol development**
- **Ethics in research**
- **Vital statistics (Biostatistics)**

## 21. Course Learning Outcomes CLOs

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

#### Course Aim :

- ☞ -To equip candidates with Principles of Biostatistics, types of data, methods of presentation of data, types of Epidemiological studies, Sampling, statistical methods & research methods.
- ☞ -To provide the candidates with the knowledge and skills necessary to practice statistical analytical methods and research methods.
- ☞ -To enable the candidates to evaluate the health problems.
- ☞ To enable the candidate to plan, conduct, analyze and interpret the results of a research in his specific field.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.a</b>	<b>Knowledge and understanding</b>	<b>2.a.1</b>	<b>Define medical statistics and identify uses and importance of medical statistics in medical research</b>
		<b>2.a.2</b>	<b>Define types of variables and data.</b>
		<b>2.a.3</b>	<b>Identify the sources of data, different sampling techniques, sample size</b>
		<b>2.a.4</b>	<b>Describe different methods of Presentation and summarization of data.</b>
		<b>2.a.5</b>	<b>Describe mathematical presentation of data</b>
		<b>2.a.6</b>	<b>Define Principles of probability and probability distributions</b>
		<b>2.a.7</b>	<b>Define concepts of inferential statistics: confidence interval and hypothesis testing.</b>
		<b>2.a.8</b>	<b>Define different tests of statistical significance.</b>
		<b>2.a.9</b>	<b>Define difference between parametric and nonparametric tests of significance.</b>
		<b>2.a.10</b>	<b>Define correlation and regression</b>
		<b>2.a.11</b>	<b>Define different types of research methodology: observational and intervention studies and the different statistical issues related to the design, conduct, analysis and interpretation of the results of each study type.</b>
		<b>2.a.12</b>	<b>Define combining evidence from different studies and meta-analysis</b>
		<b>2.a.13</b>	<b>Define screening and criteria for an effective screening program</b>
		<b>2.a.14</b>	<b>Define Ethical aspects of medical research including those specifically applied to clinical trials</b>
		<b>2.a.15</b>	<b>Recognize the basics of qualitative and quantitative research and critical appraisal of research</b>
<b>2.b</b>	<b>Intellectual Skills</b>	<b>2.b.1</b>	<b>Choose suitable methods for conducting research.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.2	Choose suitable methods for conducting research.
		2.b.3	Select appropriate method to evaluate the health problem.
		2.b.4	Apply the appropriate statistical methods of analysis on given data
		2.b.5	Analyze data on computer by statistical software programs
		2.b.6	Integrate and evaluate information from a variety of sources
2.c	Professional and Practical Skills	2.c.1	Communicate clearly, sensitively and effectively with patients and their relatives, and colleagues from a variety of health and social care professions
		2.c.2	Conduct proper counseling practices to provide appropriate basic research methods.
		2.c.3	Conduct different types of surveys.
		2.c.4	Apply the principles of statistical methods for collection, presentation & analysis of all types
		2.c.5	Calculate sample size, select the appropriate sampling technique.
		2.c.6	Select appropriate study designs to address questions of medical relevance
		2.c.7	Select and apply appropriate statistical methods for analyzing data typically encountered in medical applications.
		2.c.8	Develop a research question
		2.c.9	Be able to draw up a questionnaire
		2.c.10	Demonstrate basic quantitative and qualitative data analysis skills
		2.c.11	Draw appropriate conclusions
		2.c.12	Summarize results.
		2.c.13	Use selected software packages for statistical analysis and data management.
2.d	General and Transferable Skills	2.d.1	Establish life-long self-learning required for continuous professional development.
		2.d.2	Use the sources of biomedical information and communication

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<b>technology to remain current with advances in knowledge and practice.</b>
		<b>2.d.3</b>	<b>Retrieve, manage, and manipulate information by all means, including electronic means.</b>
		<b>2.d.4</b>	<b>Present information clearly in written, electronic and oral forms.</b>
		<b>2.d.5</b>	<b>Manage time efficiently.</b>
		<b>2.d.6</b>	<b>Respect the role of others, superiors, colleagues.</b>
		<b>2.d.7</b>	<b>Present research in scientific meetings</b>
		<b>2.d.8</b>	<b>To be honest in calculating data, analysis and interpretation.</b>
		<b>2.d.9</b>	<b>Communicate effectively with professional statisticians and the wider medical community, including the ability to present results of statistical analyses through written and oral presentations</b>

## 22. Teaching and Learning Methods

- 1- Modified lectures
2. Attending the department scientific seminars and thesis discussion
3. Group discussion
4. Problem solving
5. Brain storming
6. Field training

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	<ul style="list-style-type: none"> <li>•Collection of data:</li> <li>-Types of variables and data</li> <li>-Source of data &amp; methods of data collection</li> </ul>	1	1			
2	Sampling and sampling design	1	1			
3	<ul style="list-style-type: none"> <li>•Presentation of data:</li> <li>-Tabular presentation</li> <li>-Graphic presentation</li> </ul>	1	1			
4	<ul style="list-style-type: none"> <li>• -Mathematical presentation</li> <li>-Measures of central tendency</li> <li>-Measures of dispersion</li> <li>-Descriptive statistics for nominal data: proportion &amp; percentages</li> </ul>	2	2			
5	Normal distribution curve	1	1			
6	<ul style="list-style-type: none"> <li>• Analytical statistics:</li> <li>-Hypothesis testing</li> <li>-tests of significance&amp; interpretation of selected tests of significance</li> </ul>	2	2			
7	Estimation and confidence interval	1	1			
8	Correlation and regression	1	1			
9	<ul style="list-style-type: none"> <li>-Epidemiological studies and study design</li> <li>Systematic review and meta-analysis</li> </ul>	2	2			

<b>10</b>	<b>Screening</b>	<b>1</b>	<b>1</b>			
<b>11</b>	<b>Research design steps &amp; protocol development Ethics in research</b>	<b>1</b>	<b>1</b>			
<b>12</b>	<b>Vital statistics (Biostatistics)</b>	<b>1</b>	<b>1</b>			
<b>13</b>	<b>Total</b>	<b>15 hours</b>	<b>15 hours</b>			

## Course Schedule

### 23. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (50)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving question		30	50%
2	Structured oral examination		20	40%
3	Practical examination		-	-
	Log book : Attendance Assignment Seminar		Student will not allowed to enter the final exam unless fulfilling requirements of logbook	

\* The methods mentioned are examples, the organization may add and/or delete

### 24. 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)	<p><b>Basic materials:</b></p> <p><b>a-</b> Lecture notes: Department notebook: <i>Handouts</i> of the staff member in the department and Power point presentations</p> <p><b>b-</b> Rakel: Textbook of Family Medicine, 9th ed. Copyright © 2007 Saur An Imprint of Elsevier</p> <p><b>c-</b> Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.), Fundamentals and Case Studies (2006)</p>
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	<p><b>Other References</b></p>	<p><b>- Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• Wallace/Maxcy-Rosenau-Last public health &amp; preventive medicine By Robert B.Wallace: Brownson –Schecter - Scutchfield- Zaza. 15th edit.2008.</li> <li>• 2. PARK’s Textbook of preventive and social medicine by John Everett Park -Banarsidas Bhanot 23th edition 2016</li> <li>• First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> </ul>
	<p><b>Electronic Sources</b> (Links must be added)</p>	<p><b>Periodicals, Web sites ... etc.:</b></p> <ul style="list-style-type: none"> <li>◆ American academy of family medicine</li> <li>◆ American association of family medicine <ul style="list-style-type: none"> <li>▪ WHO.int.com</li> <li>▪ Pub. Med</li> <li>▪ Google</li> <li>▪ Science direct</li> </ul> </li> </ul>
	<p><b>Learning Platforms</b> (Links must be added)</p>	<p>National Institute for Clinical Excellence (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> Scottish Intercollegiate Guidelines Network (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> British National Formulary (BNF): <a href="http://www.bnf.org">http://www.bnf.org</a></p>
	<p><b>Other</b> (to be mentioned)</p>	<p><b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• Dawson B. &amp; Trapp R.G. Basic and Clinical Biostatistics, 4Th edition, McGraw Hill companies INC. 2015</li> <li>• Text books in Medical statistics</li> <li>• Taylor' s manual of family medicine Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</li> <li>• Swanson's Family Practice Review: A Problem-Oriented Approach</li> </ul> <p>Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</p>

		<ul style="list-style-type: none"> <li>Family Practice Guidelines: Jill C Cash, Cheryl A Glass - Springer (2017)</li> </ul>
<b>Supportive facilities &amp; equipment for teaching and learning</b> *	<b>Devices/Instruments</b>	<b>Teaching tools:</b> including screens, black board, white board, data show, computers, laser printer, scanner & copier.
	<b>Supplies</b>	<b>Adequate infrastructure:</b> including teaching places (teaching class & teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.
	<b>Electronic Programs</b>	Computer programs and compact CD
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	Field trips

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

# Course Specification

## (2025)

### 25. Basic Information

Course Title	Clinical pathology			
Course Code	Fam 505			
Department/s participating in delivery of the course	Clinical pathology department, in collaboration with Family Medicine Department			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify )	Total
	2			2
Course Type	اجباري			
Academic level at which the course is taught	1st part			
Academic Program	Diplome family medicine			
Faculty/Institute	Faculty of Medicine			
University/Academy	Benha University			
Name of Course Coordinator	Prof.dr.Saher Fayed			
Course Specification Approval Date	2019\2022 <input type="checkbox"/>			

## 26. Course Overview (Brief summary of scientific content)

### Course contents:

- Basic principles of diagnostic tests use and interpretation
- Laboratory procedures in the clinical settings
- Common laboratory tests: selection and interpretation
- Therapeutic drug monitoring: Principles and interpretation
- Drugs abuse and other therapeutic
- Normal values and erythrocyte sedimentation rate
- Carbohydrate metabolism-lipid disorders
- Hypersensitivity allergy
- Samples and methods of microbiology
- Calcium and phosphorus& its disorders
- Immunodeficiency and autoimmunity
- Nosocomial infection and hospital infection
- Acid base balance and metabolic disorders
- Renal functions
- Blood banking and complication of transfusion
- Tumor markers
- Hormonal disorders
- Coagulopathy and bleeding disorders
- Liver function tests and related diseases

- White blood cells and its disorders
- Neonatal screening test

## 27. Course Learning Outcomes CLOs

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

#### Course Aim:

- Diagnose and management of common health problems on a valid, reliable and cost-effective laboratory base
- Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community-oriented family physicians.
- Adopt the holistic approach.
- Diagnosis and management of cases attending the Family health facility/ Primary Health Care services.
- Explain the role and the purpose of the clinical pathology in the delivery of healthcare
- Perform basic diagnostic techniques that serve early detection and screening of common family health problems.

## 2- Course ILOs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.a</b>	<b>Knowledge and understanding</b>	<b>2.a.1</b>	<b>Describe and interpret erythrocyte data from a complete blood count</b>
		<b>2.a.2</b>	<b>Describe and interpret leukocyte data from a complete blood count</b>
		<b>2.a.3</b>	<b>Evaluate serum biochemistry data using appropriate terminology</b>
		<b>2.a.4</b>	<b>Understand common causes of factitious complete blood count and serum</b>
		<b>2.a.5</b>	<b>biochemistry results</b>
		<b>2.a.6</b>	<b>Evaluate and interpret urine analysis results</b>
		<b>2.a.7</b>	<b>Recognize the different investigative procedures related to common health problems</b>
		<b>2.a.8</b>	<b>Recall the different screening laboratory tools</b>
<b>2.b</b>	<b>Intellectual Skills</b>	<b>2.b.1</b>	<b>Distinguish between the role of family medicine physician and specialist</b>
		<b>2.b.2</b>	<b>Integrate information from different investigative sources to reach a definite diagnosis</b>
<b>2.c</b>		<b>2.c.1</b>	<b>Interpret the results of the basic diagnostic techniques of the common health problems</b>
		<b>2.c.2</b>	<b>Perform techniques of blood grouping (ABO) and Rh pregnancy test (method and interpretation).</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
	<b>Professional and Practical Skills</b>	2.c.3	<b>Relate laboratory data to appropriate prognosis and/or treatment</b>
		2.c.4	<b>Know the proper sample collection and preparation procedures for routine</b>
		2.c.5	<b>Describe and interpret common cytologic presentations</b>
2.d	<b>General and Transferable Skills</b>	2.d.1	<b>Establish life-long self-learning required for continuous professional development</b>
		2.d.2	<b>Present information clearly in written, electronic and oral forms</b>
		2.d.3	<b>Establish effective interpersonal relationship to Communicate ideas and arguments</b>
		2.d.4	<b>Work as an effective team member</b>
		2.d.5	<b>Lead other members of the team to achieve objectives</b>
		2.d.6	<b>Manage time efficiently</b>
		2.d.7	<b>Respect the role of others, superiors, colleagues</b>

## 28. Teaching and Learning Methods

### 4.1 Modified lectures

### 4.2 Attending the department scientific seminars and thesis discussion

**4.3 Group discussion**

**4.4 Problem solving**

**4.5 Brain storming**

**4.6 Field training**

**Course Schedule**

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	Basic principles of diagnostic tests use and interpretation	1	1			
2	Laboratory procedures in the clinical settings	1	1			
3	Common laboratory tests: selection and interpretation	2	2			
4	Therapeutic drug monitoring: Principles and interpretation	1	1			
	Drugs abuse and other therapeutic	1	1			
5	Normal values and erythrocyte sedimentation rate	2	2			
6	Carbohydrate metabolism-lipid disorders	2	2			
7	Hypersensitivity allergy	1	1			
8	Samples and methods of microbiology	1	1			
9	Calcium and phosphorus & its disorders	1	1			
10	Immunodeficiency and autoimmunity	2	2			
11	Nosocomial infection and hospital infection	2	2			
12	Acid base balance and metabolic disorders	1	1			
13	Renal functions	1	1			
14	Blood banking and complication of transfusion	2	2			
15	Tumor markers	1	1			
16	Hormonal disorders	2	2			

17	Coagulopathy and bleeding disorders	2	2			
18	Liver function tests and related diseases	2	2			
19	White blood cells and its disorders	1	1			
	Neonatal screening	1	1			

## 29. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving question		70	70%)
2	Structured oral examination		30	30%)
3	Log book : Attendance Assignment Seminar			Student will not allowed to enter the final exam unless fulfilling requirements of logbook

\* The methods mentioned are examples, the organization may add and/or delete

## 30. 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)	<p>➤ <b>Basic materials:</b></p> <p>a- Lecture notes: Department notebook: <i>Handouts</i> of the staff member in the department and Power point presentations</p> <p>b- Raket: Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier</p>
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		<b>c- Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.), Fundamentals and Case Studies (2006)</b>
	<b>Other References</b>	<b>Taylor' s manual of family medicine Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</b>
	<b>Electronic Sources</b> (Links must be added)	<b>Periodicals, Web sites</b> (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> (BNF): <a href="http://www.bnf.org">http://www.bnf.org</a>
	<b>Learning Platforms</b> (Links must be added)	
	<b>Other</b> (to be mentioned)	<p>⇒ <b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</b></li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</b></li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	<b>Teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner &amp; copier.</b>
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching class</b>

		<b>&amp;teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	

*\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course*

**Name and Signature  
Course Coordinator**

**Name and Signature  
Program Coordinator**

# Course Specification

## (2025)

### 31. Basic Information

<b>Course Title</b>	<b>Clinical Pharmacology</b>			
<b>Course Code</b>	<b>Fam 506</b>			
<b>Department/s participating in delivery of the course</b>	٢٠ Pharmacology department in a collaboration with family Medicine Department			
<b>Number of credit hours/points of the course (according to the bylaw)</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Tutorial/seminars</b>	<b>Total</b>
	<b>1.5 credit hour</b>		<b>0.5 credit hour</b>	<b>2 credit hour</b>
<b>Course Type</b>	اجباري			
<b>Academic level at which the course is taught</b>	1 <sup>ST</sup> part			
<b>Academic Program</b>	<b>Diplome of Family Medicine</b>			
<b>Faculty/Institute</b>	<b>Faculty of medicine</b>			
<b>University/Academy</b>	<b>Benha University</b>			

<b>Name of Course Coordinator</b>	<b>Prof.dr. Amany Nasr</b>
<b>Course Specification Approval Date</b>	<b>22 / 9 / 2020</b>
<b>Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)</b>	<b>15/ 9 / 2025</b>

### 32. Course Overview (Brief summary of scientific content)

- Pharmacodynamic & pharmacokinetics
- Drugs for special age groups
- Drug - drug interaction
- Drugs in liver and kidney diseases
- Drugs of pregnancy and lactation
- Selection of antimicrobial
- Prescription writing and criticism..
- Prescription writing of common systemic diseases
- Chelating agents
- Emerging infectious diseases

### 33. Course Learning Outcomes CLOs

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

##### 1-Course Aim:

- Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community-oriented family physicians.

- Adopt the holistic approach.
- To provide the basic knowledge about commonly used groups of drugs affecting different body systems.
- To provide drugs implications in therapy of diseases and health promotion.
- To enable students to understand the safe use of drugs as regards adverse effects, contraindications and drug interactions
- To enable students to manage cases attending the family health facility/Primary Health care services.

## 2-Course ILOs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
2.a	Knowledge and understanding	2.a.1	Define pharmacology, pharmacokinetics, and Pharmacodynamic.
		2.a.2	Differentiate different groups and preparations of drugs affecting GIT, respiratory system, hormones, antimicrobial, antiviral, anti fungal and anti protozoal.
		2.a.3	Illustrate the effect of antihypertensive, nitrates, anticoagulants, antiplatelets, autacoids agonists and antagonists, diuretics and antihyperlipidemics
		2.a.4	Explain the mechanism of action of drugs
		2.a.5	Enumerate drugs indications, preparations, side effects, contraindications, and main interactions of drugs
		2.a.6	Identify proper methods of pharmacological intervention for common systemic diseases
		2.a.7	Describe manifestations, main lines of management of major drug groups toxicities

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.a.8	Recognize methods for proper therapeutic prescription for hepatic patients
b.2	Intellectual Skills	2.b.1	Distinguish between the role of family medicine physician and specialist
		2.b.2	Select properly the drugs suitable for different patient populations (renal, hepatic, pediatric, geriatrics, pregnancy)
		2.b.3	. Obtain and record a comprehensive drug history of the patient.
		2.b.4	Document drug adverse reactions.
2.c	Professional and Practical Skills	2.c.1	Select the proper drug(s) for the proper common clinical situations
		2.c.2	Prac Write a prescription for selected important diseases
		2.c.3	Audit prescriptions citing multiple drugs with significant interactions
2.d	General and Transferable Skills	2.d.1	Establish life-long self-learning required for continuous professional development.
		2.d.2	.Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.
		2.d.3	Retrieve, manage, and manipulate information by all means, including electronic means.
		2.d.4	Present information clearly in written, electronic and oral forms.
		2.d.5	Establish effective interpersonal relationship to communicate ideas and arguments
		2.d.6	Work effectively as a member or a leader of an interdisciplinary team.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.7</b>	<b>Demonstrate respect and work effectively as a member or a leader of an interdisciplinary team.</b>
		<b>2.d.8</b>	<b>. Establish good relations with colleagues to share all types of inter- professional activities including shared learning.</b>

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (Tutorial/ Seminars /semester)
1	Pharmacodynamic (Targets for drug action)	2	2			
2	Pharmacokinetics	2	2			
3	Factors affecting dose response	1	1			
4	Drug-drug interaction	1	1			
5	Drugs with pregnancy and lactation	2	2			
6	Drug in paediatric	2	1			1
7	Drug in geriatric	2	1			1
8	Antimicrobial drugs	4	3			1
9	Corticosteroids	1	1			
10	Anti-inflammatory drugs	1	1			
11	Insulin & Hypoglycaemic drugs	2	2			
12	Hormonal Contraception	2	2			
13	Antiemetics, antidiarrheal drugs, laxatives and prokinetics	1	1			
14	Peptic ulcer & Helicobacter pylori	1	1			
15	Writing prescriptions: <ul style="list-style-type: none"> <li>• write a prescription for selected important diseases.</li> <li>• -Audit prescriptions citing multiple drugs with significant interactions</li> </ul>	2	1			1
19	Hypertension management	1				1
20	Drugs used in management of Urinary tract infection	1				1

21	Drugs used in management of Peptic ulcer	1				1
22	Chelating agent	1				1
23	Total	30	22			8

## 34. Teaching and Learning Methods

4.1 Modified lectures

4.2 Attending the department scientific seminars and thesis discussion

4.3 Group discussion

4.4 Problem solving

4.5 Brain storming

4.6 Field training

## Course Schedule

## 35. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (100)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving question		70degrees	70%
2	Structured oral examination		30 degrees	30%
3	Practical examination		-	-
4	Log book : Attendance Assignment Seminar		Student will not allowed to enter the final exam unless fulfilling requirements of logbook	

\* The methods mentioned are examples, the organization may add and/or delete

## 36. Learning Resources and Supportive Facilities \*

<p><b>Learning resources (books, scientific references, etc.) *</b></p>	<p><b>The main (essential) reference for the course</b> (must be written in full according to the scientific documentation method)</p>	<p><b>- Basic materials:</b></p> <p><b>a- Lecture notes:</b> Department notebook: <i>Handouts</i> of the staff member in the department and Power point presentations</p> <p><b>b- Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier</p> <p><b>c- Rakel Essentials of Family Medicine:</b> Robert E. Rakel, MD (Eds.) , <i>Fundamentals and Case Studies (2006)</i></p>
	<p><b>Other References</b></p>	<p>⇒ <b>Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• <b>Basic &amp; Clinical Pharmacology</b> by B.G. Katzung, 13th ed., 2014</li> <li>• <b>Katzung&amp; Trevor's Pharmacology: Examination &amp; Board Review</b>, Trevor et al., 11th ed., 2015</li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine:</b> Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</b></li> <li>• <b>Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; GroL, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</b></li> </ul>
	<p><b>Electronic Sources</b> (Links must be added)</p>	<p>Periodicals, Web sites ... etc  <b>National Institute for Clinical Excellence (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a></b>  <b>Scottish Intercollegiate Guidelines Network (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a></b>  <b>British National Formulary (BNF): <a href="http://www.bnf.org">http://www.bnf.org</a></b></p>
	<p><b>Learning Platforms</b> (Links must be added)</p>	<ul style="list-style-type: none"> <li>◆ <b>American Association for internal medicine</b></li> <li>◆ <b>American academy of family medicine</b></li> <li>◆ <b>American association of family medicine</b> <ul style="list-style-type: none"> <li>▪ <b>WHO.int.com</b></li> <li>▪ <b>Pub. Med</b></li> <li>▪ <b>Google</b></li> <li>▪ <b>Science direct</b></li> </ul> </li> </ul>
	<p><b>Other</b> (to be mentioned)</p>	<p><b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine</b> Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b></li> </ul>

		Alfred F. Tallia, Joseph E. Scherger & Nancy W. Dickey, Sixth edition, Mosby. 2009 • <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass</b> -Springer (2017)
<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	<b>Teaching tools: including screens, black board white board, data show, computers, laser printer, scanner &amp; copier.</b>
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching class &amp; teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	<b>Computer programs and compact CD</b>
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

# Course Specification

## (2025)

### 37. Basic Information

Course Title	<b>Paediatric medicine</b>			
Course Code	<b>Fam 507</b>			
Department/s participating in delivery of the course	 : Paediatric Department , in collaboration with Family Medicine Department			
Number of credit hours/points of the course	Theoretical	Practical	Other (specify)	Total
	1	1		2
Course Type	اجبارى			
Academic level at which the course is taught	2nd part			
Academic Program	<b>Diplome family medicine</b>			
Faculty/Institute	<b>Faculty of Medicine</b>			
University/Academy	<b>Benha University</b>			

<b>Name of Course Coordinator</b>	<b>Dr. Ebrahim El rabbat</b>
<b>Course Specification Approval Date</b>	<b>22-9-2020</b>
<b>Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)</b>	<b>15 - 9 - 2025</b>

### 38. Course Overview (Brief summary of scientific content)

39. Common symptoms of childhood diseases and approach to physical examination
40. The normal neonate assessment and care in the delivery room
41. Common neonatal problems (jaundice , colic, umbilical and skin care, sepsis fever, cyanosis, convulsion, respiratory distress)
42. Breast feeding
43. IMCI
44. Nutritional assessment and protein energy malnutrition
45. Assessment of growth for infants and children and important growth problems
46. Cardiac problem in children (rheumatic fever, VSD, ASD, cyanosed infant )
47. Febrile child, upper respiratory tract infection, allergic disorder, gastroenteritis and dehydration, parasitic infestation, convulsions, pneumonia, anemia, rash)
48. Vaccination
49. Genetic counseling for important childhood genetic disease
50. Psychosocial troubles , ADHD, autism, nocturnal enuresis, encopresis

### 51. Course Learning Outcomes CLOs

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

## Overall aims of course:

- ☞ Prepare family medicine specialist capable to deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach
  - ☞ Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community oriented family physicians.
  - ☞ Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
  - ☞ Adopt the holistic approach.
  - ☞ Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
  - ☞ Collect history including social history and clinically assess a child or infant and interpret the findings.
  - ☞ Recognize the various steps of child growth and development and to detect any deviation from normal including the use of screening test.
- Describe the normal nutrition of infants and able to manage feeding problems and under- nutrition.
- ☞ Recognize 80-90% of common childhood illnesses and manages them probably.
  - ☞ Identify life threatening conditions and take emergency actions to save life of children then refer appropriately.
  - ☞ Communicate properly with the mother to give advice about health related issues including prevention and promotion of health.
  - ☞ Describe and be able to implement national child health related projects and programs in MOHP.

## ➤ 2- Course ILOs:

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.a</b>	Knowledge and understanding	<b>2.a.1</b>	Recall the main lines of management according to the latest available evidence
		<b>2.a.2</b>	To mention causes, clinical manifestations and management of common pediatric conditions (at different pediatric age groups) that could be encountered by a family physician in routine settings.
		<b>2.a.3</b>	Recall the main lines of management according to the latest available evidence
		<b>2.a.4</b>	Describe different preventive strategies for common paediatric health problems in the Egyptian community
		<b>2.a.5</b>	List the main ethical principles in patient care.
		<b>2.a.6</b>	To discuss risk factors determined by gestational age assessment
		<b>2.a.7</b>	To discuss adaptations to extra-uterine life
		<b>2.a.8</b>	To describe clinical presentation of neonatal and childhood disorders that needs early identification and intervention or otherwise leads to permanent disability
		<b>2.a.9</b>	To determine growth and developmental disorders
		<b>2.a.10</b>	To discuss nutrition of the newborn and proper weaning.
		<b>2.a.11</b>	To mention causes and clinical manifestations of common pediatric emergencies and life threatening conditions
		<b>2.a.12</b>	To discuss common adolescents physical and psychosocial problems
<b>2.b</b>		<b>2.b.1</b>	plan for management and referral

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
	<b>Intellectual Skills</b>		
		<b>2.b.2</b>	Promotion of community health
		<b>2.b.3</b>	Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
		<b>2.b.4</b>	Integrate information from different sources to reach a definite diagnosis
		<b>2.b.5</b>	Perform screening appropriately tailored to each member whenever available
		<b>2.b.6</b>	Take proper history and perform appropriate clinical examination for pediatric patients at different age groups.
		<b>2.b.7</b>	Select appropriate investigations, interpret them and apply rational treatment strategies
		<b>2.b.8</b>	Use proper consultation skills that are appropriate for children in his patients interviews
		<b>2.b.9</b>	Recognize the various steps of child growth and development and detect any deviation from normal including the use of screening tests
		<b>2.b.10</b>	Manage childhood and adolescent nutritional problems
<b>2.c</b>	<b>Professional and Practical Skills</b>	<b>2.c.1</b>	Take appropriate history from the patient .
		<b>2.c.2</b>	Handle and keep health information
		<b>2.c.3</b>	Practice filling the family health record.
		<b>2.c.4</b>	practice proper writing of the prescription and appreciate rational drug use
		<b>2.c.5</b>	Show appropriate professional attitude with the patient including empathy, trust worthiness, respect for privacy and dignity and rights of the patient
		<b>2.c.6</b>	Admit his level of competency and accept constructive feedback and respond appropriately
		<b>2.c.7</b>	Work effectively in a team accepting principles of collective responsibility.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.8</b>	Demonstrate holistic approach in case management that ensure comprehensive and continuous provision of care
		<b>2.c.9</b>	Assign APGAR scores accurately
		<b>2.c.10</b>	Resuscitation of newborns, infants and children
		<b>2.c.11</b>	Perform and document age-appropriate history and physical examination, including use of growth charts
		<b>2.c.12</b>	Administer and interpret developmental screening tests
		<b>2.c.13</b>	Perform appropriate history and physical examination for physical or sexual abuse
		<b>2.c.14</b>	Interpret behavior questionnaires for parent/teacher assessment of attention/ deficit problems
		<b>2.c.15</b>	Interpret hearing and vision screening tests
		<b>2.c.16</b>	Perform and interpret pneumatic otoscopy and tympanograms
		<b>2.c.17</b>	Bladder catheterization and suprapubic aspiration
		<b>2.c.18</b>	Vascular access, emergency and elective
		<b>2.c.19</b>	Perform lumbar puncture
		<b>2.c.20</b>	Calculate maintenance and replacement fluid and electrolyte requirements
<b>2.c.21</b>	Coordinate patient care and specialty services when required		
<b>2.d</b>	General and Transferable Skills	<b>2.d.1</b>	Establish life-long self-learning required for continuous professional development.
		<b>2.d.2</b>	Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.
		<b>2.d.3</b>	Retrieve, manage, and manipulate information by all means, including electronic means.
		<b>2.d.4</b>	Present information clearly in written, electronic and oral forms.
		<b>2.d.5</b>	Manage time efficiently.
		<b>2.d.6</b>	Respect the role of others, superiors, colleagues.
		<b>2.d.7</b>	Use drugs in a rational cost effective manner
		<b>2.d.8</b>	Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.
		<b>2.d.9</b>	Provide continuity of care and well-timed follow-up.
		<b>2.d.10</b>	Accept referral process and consultation with other physician

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
		2.d.11	Work effectively in multi professional team and accept the responsibility of being available and accessible to patients.
		2.d.12	Communicate with clients, the health care team and the community.
		2.d.13	Communicate ethically with his colleagues, staff and community members
		2.d.14	Present research in scientific meetings
		2.d.15	To be honest in calculating data, analysis and interpretation
		2.d.16	Prepare different topics using PowerPoint and Data Show.
		2.d.17	Adopt positive attitude towards the influence of culture and environment on the incidence, presentation and management of different pediatric illness.
		2.d.18	Providing constructive feedback.

## 52. Teaching and Learning Methods

- 53. 4.1 Modified lectures
- 54. 4.2 Attending the department scientific seminars and thesis discussion
- 55. 4.3 Group discussion
- 56. 4.4 Problem solving
- 57. 4.5 Brain storming
- 58. 4.6 Field training

## Course Schedule

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	-Common symptoms of childhood diseases and approach to physical examination	5	1	4		
2	<p>➤ The normal neonate assessment and care in the delivery room:</p> <ul style="list-style-type: none"> <li>• Full term normal newborn</li> <li>• Care of normal newborn</li> <li>• Skin and umbilical care</li> <li>• Establishment of breast feeding</li> <li>• Breast feeding problems</li> </ul> <p>Neonatal resuscitation</p>	10	2	8		
3	<p>➤ -Common neonatal problems:</p> <ul style="list-style-type: none"> <li>• Neonatal jaundice</li> <li>• Neonatal colic</li> <li>• Neonatal respiratory distress</li> <li>• GER</li> <li>• Neonatal convulsions</li> </ul> <p>Neonatal infections and sepsis</p>	5	1	4		
4	<p>➤ Nutritional assessment and infant feeding:</p> <ul style="list-style-type: none"> <li>• Breast feeding</li> <li>• Artificial feeding</li> </ul>	9	1	8		

	<ul style="list-style-type: none"> <li>• Nutritional assessment</li> </ul> <p>➤ <b>-Nutritional disorders:</b></p> <ul style="list-style-type: none"> <li>• Rickets</li> <li>• Vitamin A deficiency</li> <li>• Underweight and failure to thrive</li> </ul> <p>Protein energy malnutrition</p>					
5	<p>➤ <b>-Growth and development</b></p> <p>Assessment of growth for infants and children and important growth problems</p>	5	1	4		
6	<b>-IMCI</b>	5	1	4		
7	<p><b>-Important Cardiac problems in children:</b></p> <ul style="list-style-type: none"> <li>• Heart failure</li> <li>• Rheumatic fever</li> <li>• The cyanosed infant</li> <li>• VSD and ASD</li> </ul> <p>Innocent murmurs</p>	6	2	4		
8	<p>➤ <b>-Common presentations in the outpatient clinic:</b></p> <p><b>- Skin rashes and fever</b></p> <p><b>-Respiratory Problems :</b></p> <ul style="list-style-type: none"> <li>• Upper respiratory tract infection.....</li> <li>• Stridor</li> <li>• Lower respiratory tract infection.....</li> <li>• Wheezy chest</li> <li>• Respiratory distress</li> </ul>	9	3	6		

	<p><b>-GIT diseases :</b></p> <ul style="list-style-type: none"> <li>• Gastroenteritis and dehydration</li> <li>• GERD</li> <li>• Constipation</li> </ul> <p><b>-Haematological disorders:</b> anemias, bleeding disorders, Coagulopathy</p> <p><b>-allergic disorders</b></p> <p><b>-Neurological disorders</b></p> <ul style="list-style-type: none"> <li>• Meningitis and convulsions</li> <li>• Cerebral palsy (CP)</li> </ul> <p><b>-Renal disorders</b></p> <ul style="list-style-type: none"> <li>• Nephrotic syndrome</li> <li>• Glomerulonephritis</li> <li>• Urinary tract infections.</li> </ul> <p><b>-Parasitic infestation,</b></p> <p><b>-Endocrinal disorders:</b></p> <ul style="list-style-type: none"> <li>• Congenital hypothyroidism</li> </ul> <p>type 1 diabetes...etc.</p>					
9	<p>➤ <b>Vaccination:</b></p> <ul style="list-style-type: none"> <li>• Compulsory vaccination program</li> <li>• Polio eradication program</li> <li>• Vaccinerelated complications</li> </ul> <p>Non compulsory vaccines</p>	4	1	3		
10	<p>➤ <b>Genetic counseling for important childhood genetic disease</b></p> <p>Mental retardation, Trisomies (Down syndrome, Turner syndrome, Edward syndrome),</p>	4	1	3		

11	<ul style="list-style-type: none"> <li>➤ <b>-Psychosocial troubles</b></li> <li>• ADHD and Autism</li> <li>• Sleep troubles</li> <li>• Nocturnal enuresis and encopresis</li> <li>• School refusal and learning Problems</li> </ul>	3	1	2		
12	Total	75 hours	15 hours	50		
13						
14						
15						

## 59. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks (100 )
1	Final Written Exam			50(50%)
2	Final Practical/Clinical/... Exam			20(20%)
3	Final Oral Exam			20(20%)
4	Assignments / Project /Portfolio/ Logbook			Student will not allowed to enter the final exam unless fulfilling requirements of logbook
	Field training			
	Other (Mention)			

\* The methods mentioned are examples, the organization may add and/or delete

## 60. Learning Resources and Supportive Facilities \*

Learning resources	The main (essential) reference for the course	1- Basic materials:
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<b>(books, scientific references, etc.) *</b>	(must be written in full according to the scientific documentation method)	<p><b>a- Lecture notes:</b> Department notebook: <i>Handouts</i> of the staff member in the department</p> <p style="text-align: center;">and Power point presentations</p> <p><b>b- Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An of Elsevier</p> <p><b>c- Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.) , Fundamentals and Case Studies (2006</b></p>
	<b>Other References</b>	<p>➤ <b>Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• Nelson <span style="float: right;">textbook</span> .....</li> <li>• Nelson <span style="float: right;">Essential</span> of pediatrics.....</li> <li>• MCQs in Pediatrics Review of Nelson Textbook of Pediatrics.....</li> <li>• Current Diagnosis &amp; Treatment in Paeditrics : Lange textbook .....</li> <li>• Current Diagnosis &amp; Treatment in Family Medicine: Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> <li>• First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> <li>• Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</li> </ul>
	Electronic Sources (Links must be added)	<ul style="list-style-type: none"> <li>◆ National Institute for Clinical Excellence (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> The National Institute for Clinical Excellence is developing a series of national clinical guidelines to secure consistent, high quality, evidence-based practice.</li> <li>◆ Scottish Intercollegiate Guidelines Network (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> The Scottish Intercollegiate Guidelines Network (SIGN) objective is to improve the quality of health care for patients by reducing variation in</li> </ul>

		<p>practice &amp; outcome, through the development &amp; dissemination of national clinical guidelines containing recommendations for effective practice based on current evidence.</p> <ul style="list-style-type: none"> <li>◆ <b>British National Formulary (BNF):</b> <a href="http://www.bnf.org">http://www.bnf.org</a> This reference provides up-to-date guidance on prescribing, dispensing and administering medicines.</li> </ul>
	<p><b>Learning Platforms</b> (Links must be added)</p>	<ul style="list-style-type: none"> <li>◆ American Association for paediatrics</li> <li>◆ American academy of family medicine</li> <li>◆ American association of family medicine <ul style="list-style-type: none"> <li>▪ WHO.int.com</li> <li>▪ Pub. Med</li> <li>▪ Google</li> <li>▪ Science direct</li> </ul> </li> </ul>
	<p><b>Other</b> (to be mentioned)</p>	<p>⇒ <b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>El Nagar diagnostic and Therapeutics</b> .....</li> <li>• <b>Taylor' s manual of family medicine</b> Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b>  Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	aching tools: including screens, black board, white board, data show, computers, laser printer, scanner & copier.
	<b>Supplies</b>	Adequate infrastructure: including teaching places (teaching class &teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.
	<b>Electronic Programs</b>	Computer programs and compact CD
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	-

	<b>Other</b> (to be mentioned)	
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**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

## 61. Basic Information

<b>Course Title</b>	<b>Internal Medicine</b>			
<b>Course Code</b>	<b>Fam 508</b>			
<b>Department/s participating in delivery of the course</b>	↗ Internal medicine department in a collaboration with family Medicine Department			
<b>Number of credit hours/points of the course (according to the bylaw)</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Other (specify)</b>	<b>Total</b>
	1.5 credit hour	1.5 credit hour		3 credit hour
<b>Course Type</b>	اجباري			
<b>Academic level at which the course is taught</b>	2 <sup>nd</sup> part			
<b>Academic Program</b>	<b>Diplome of Family Medicine</b>			
<b>Faculty/Institute</b>	<b>Faculty of medicine</b>			
<b>University/Academy</b>	<b>Benha University</b>			
<b>Name of Course Coordinator</b>	<b>Prof.dr.Mohammed Tantawy</b>			
<b>Course Specification Approval Date</b>	<b>13 / 9 / 2020</b>			
<b>Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)</b>	<b>15/ 9 / 2025</b>			

## 62. Course Overview (Brief summary of scientific content)

### **Diseases of the Cardiovascular System:**

- Rheumatic fever, SBE and valvular diseases of the heart.
- Hypertension and hyperlipidemia
- Ischemic heart diseases
- Arrhythmias
- Others: Congenital, cardiomyopathy, peri and myocarditis
- Cardiac Failure
- Deep venous thrombosis

### **Diseases of the Respiratory System:**

- Infections: TB and pneumonia
- Asthma and Status asthmaticus
- COPD
- Lung Cancer
- Pulmonary Embolism
- Pulmonary hypertension
- Occupational lung diseases

### **Diseases of the GIT and Pancreas:**

- Oesophageal diseases
- Gastritis. Peptic ulcer and dyspepsia
- Diarrhea and constipation
- Dysphagia
- Abdominal Pain
- Psychogenic disorders
  - Irritable bowel syndrome &

inflammatory bowel disease(IBD)

- Pancreatic disorders
- Others: Malignancies, Autoimmune diseases...etc.

### **Diseases of the Liver and the Biliary Tract:**

- Jaundice and DD
- Acute hepatitis
- Chronic liver diseases and Cirrhosis
- Gall bladder diseases

### **Diseases of the Kidney and the Genito-urinar tract**

- Urinary tract Infections
- Obstructive Uropathy
- Urine Abnormalities (Hematuria, Proteinuria...etc.)
- Glomerulonephritis and other renal disorders
- Acute and Chronic Renal Failure

### **Endocrine and Metabolic Disorders**

- Diabetes Mellitus
- Thyroid Gland Dysfunction
- Obesity
- Other endocrinal disorders...etc.

### **Blood Diseases:**

- Anemia
- Diseases of WBCs (Leukemias and Lymphomas)
- Bleeding and Thrombosis disorders

### **Diseases of the Connective Tissues, Joints and Bones:**

- Rheumatoid Arthritis, SLE...etc. Metabolic Bone Diseases
- Osteoporosis and Malacia, Gout...etc.

### **Diseases of the Nervous System:**

- Headache, Convulsions, Epilepsy, Coma

- Cerebrovascular Disorders
- Diseases of the spinal cord and peripheral nerves
- Diseases of Cranial nerves
- Myopathies

**Climatic disorders: Heat and Cold injuries**

**Infectious diseases:**

- Common viral, bacterial, protozoal and helminthic diseases

**Geriatric medicine:**

- Dementia and Intellectual impairment
- Falls
- Parkinson and tremors
- Others: nutritional problems, incontinence, ...etc.

***ECG and X – ray***

## 63. Course Learning Outcomes CLOs

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

**1-Course Aim:**

- ☞ Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community oriented family physicians.
- ☞ Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
- ☞ Adopt the holistic approach.
- ☞ Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
- ☞ Deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach

- Manage primary care consultations with any patient presenting with chronic illness.
- Diagnosis and management of patients presenting with symptoms and signs that point to disease in : cardiovascular system, respiratory system, digestive tract system, neurological system, endocrinal and metabolic system and disease in the musculoskeletal system.

## 2-Course ILOs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
a.2	Knowledge and understanding	2.a.1	Understand and devise family medicine program based on local needs.
		2.a.2	Recognize the etiology, clinical manifestations of important and common health problems presented to the primary health care
		2.a.3	Recall the main lines of management according to the latest available evidence
		2.a.4	Describe the signs and symptoms of common diseases
		2.a.5	Identify normal Human Body
		2.a.6	Identify Normal structure and function of different body systems( chest- kidney – endocrine- immune system– musculoskeletal – skin)
		2.a.7	Maintain the body homeostasis
		2.a.8	Understand Effect of aging on human body
		2.a.9	Identify altered structure and function of different body systems
		2.a.10	Define a proper etiology, pathogenesis, clinical features, diagnoses and complications of common and life-

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<p>threatening illnesses and their effects on body systems, including</p> <ul style="list-style-type: none"> <li>- pharmacological and non pharmacological basics of therapy</li> <li>- Non invasive and invasive interventions: endoscopy, aspiration of body fluids.....,</li> <li>- Basic pre and post operative care in case of medical disorders ( DM, Addison disease.(....,</li> <li>- Pain relief and palliative care in case of end stage organ failure . .</li> </ul>
		2.a.11	Identify common medical illnesses with multi-system reflection
		2.a.12	Discuss the principles of management of common and life-threatening illnesses
		2.a.13	Define the spectrum of clinical symptomatology related to different body systems
		2.a.14	Discuss basics of medical ethics
		2.a.15	Mention basics of patient's safety and safety procedures.
b.2	Intellectual Skills	2.b.1	plan for management and referral
		2.b.2	Promotion of community health
		2.b.3	Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
		2.b.4	Integrate information from different sources to reach a definite diagnosis
		2.b.5	Perform screening appropriately tailored to each member whenever

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.6	Interpret the significance and relevance of abnormal physical signs.
		2.b.7	Identify the appropriate needed investigation tool relevant to a particular patient and adequately interpret the results
		2.b.8	Integrate the patient's history and abnormal physical signs and investigation into a comprehensive differential diagnosis .
		2.b.9	Identify adequate logistics of further patient assessment and management for follow up and secondary prevention
		2.b.10	Properly read x-ray images of common disease.
		2.b.11	Properly interpret ECG recording of common conditions ventricular hypertrophy, myocardial infarction, common arrhythmias, etc .
		2.b.12	Integrate basic biomedical science with clinical care
		2.b.13	Reason deductively in solving clinical problems: <ul style="list-style-type: none"> <li>✓ Recognize, define and prioritize problems.</li> <li>✓ Interpret, analyze, and evaluate information</li> <li>✓ Objectively, recognizing its limitations.</li> </ul>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.14	Use personal judgment for analytical and critical problem solving.
		2.b.15	Construct appropriate management strategies for patients with common diseases, both acute and chronic, including medical, psychiatric conditions.
		2.b.16	Design an initial course of management for stabilization of patients with serious illnesses.
		2.b.17	Classify factors that place individuals at risk for disease or to determine strategies for appropriate response.
		2.b.18	Analyze relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM.(
		2.b.19	Recognize with uncertainty that is unavoidable in the practice of medicine by accepting and reacting to uncertain situation through proper counseling, consultation and referral
2.c	Professional and Practical Skills	2.c.1	Take appropriate history from the patient .
		2.c.2	Handle and keep health information
		2.c.3	Practice filling the family health record.
		2.c.4	Practice proper writing of the prescription and appreciate rational drug use
		2.c.5	Show appropriate professional attitude with the patient including empathy, trust worthiness, respect for privacy and dignity and rights of the patient

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.c.6	Admit his level of competency and accept constructive feedback and respond appropriately
		2.c.7	Work effectively in a team accepting principles of collective responsibility.
		2.c.8	Demonstrate holistic approach in case management that ensure comprehensive and continuous provision of care
		2.c.9	Report a structured, patient centered history adequately.
		2.c.10	Perform full physical examination of patients with acute clinical conditions appropriate to the age, gender, acute clinical conditions suitable to time and critical condition of the patient.
		2.c.11	Measure and record the vital signs adequately
		2.c.12	Perform full physical examination of patients with chronic clinical conditions appropriate to the age, gender, chronic clinical conditions while being culturally sensitive.
		2.c.13	Assess the mental state of the patient either conscious or comatose and degree of coma according to coma scales.
		2.c.14	Conduct proper local examination of the chest, heart, CNS, and abdomen by different methods such as inspection, palpation, percussion and auscultation to identify: <ul style="list-style-type: none"> <li>- Surface anatomy of internal organs.</li> <li>-Normal physical signs.</li> </ul>
		2.c.15	Record patients ' data appropriately.
		2.c.16	Outline a management plan for common diseases and acute emergencies.
		2.c.17	Write safe prescriptions of different types of drugs based on patient's weight, age and health
		2.c.18	Provide first aid measures for critically ill patients.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.19</b>	<b>Manage diseases using evidence-based guidelines/protocols, providing ongoing treatment and support and referring more complex/severe cases for investigation or secondary care.</b>
		<b>2.c.20</b>	<b>Intervene urgently when patients present with a cardiovascular emergency, e.g. acute coronary syndrome, serious arrhythmia, cardiac arrest, etc. Provide BLS and ALS .</b>
		<b>2.c.21</b>	<b>Regularly screen for hypertension in all adults</b>
		<b>2.c.22</b>	<b>Periodically screen for hyperlipidaemia</b>
		<b>2.c.23</b>	<b>Illustrate technique to use a PEFR meter and interpret result. Operate a hand-held spirometer and interpret result</b>
		<b>2.c.24</b>	<b>Perform Electrocardiogram (12-lead ECG)</b>
		<b>2.c.25</b>	<b>Provide nebulised treatment when indicated.</b>
		<b>2.c.26</b>	<b>Manage cases of infectious diseases in a proper way</b>
		<b>2.c.27</b>	<b>Demonstrate a structured, logical approach to the diagnosis of ‘difficult’ symptoms with multiple causes, e.g. headache, dizziness.</b>
		<b>2.c.28</b>	<b>Calculate Body mass index</b>
		<b>2.c.29</b>	<b>Perform near patient capillary glucose measurement (including patient self-monitoring)</b>
		<b>2.c.30</b>	<b>Interpret serum electrolyte and urate results</b>
		<b>2.c.31</b>	<b>Interpret thyroid function tests and understand their limitations – TSH, T4, free T4, T3, auto-antibodies</b>
		<b>2.c.32</b>	<b>Interpret lipid profile tests – total cholesterol, HDL, LDL, triglycerides, risk ratio</b>
		<b>2.c.33</b>	<b>Provide acute management of thyroid emergencies – myxoedema coma and hyperthyroid crisis.</b>
		<b>2.c.34</b>	<b>Recognition and primary care management of Addisonian crisis.</b>
		<b>2.c.35</b>	<b>Perform a complete examination of the elderly patient, including mental state.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.36</b>	<b>Manage primary care contact with any elderly patient, adopting a patient-centred approach.</b>
<b>2.d</b>	<b>General and Transferable Skills</b>	<b>2.d.1</b>	<b>Establish life-long self-learning required for continuous professional development.</b>
		<b>2.d.2</b>	<b>Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.</b>
		<b>2.d.3</b>	<b>Retrieve, manage, and manipulate information by all means, including electronic means.</b>
		<b>2.d.4</b>	<b>Present information clearly in written, electronic and oral forms.</b>
		<b>2.d.5</b>	<b>Manage time efficiently.</b>
		<b>2.d.6</b>	<b>Respect the role of others, superiors, colleagues.</b>
		<b>2.d.7</b>	<b>Use drugs in a rational cost effective manner</b>
		<b>2.d.8</b>	<b>Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.</b>
		<b>2.d.9</b>	<b>Provide continuity of care and well-timed follow-up.</b>
		<b>2.d.10</b>	<b>Accept referral process and consultation with other physician</b>
		<b>2.d.11</b>	<b>Work effectively in multi professional team and accept the responsibility of being available and accessible to patients.</b>
		<b>2.d.12</b>	<b>Communicate ethically with his colleagues, staff and community members</b>
		<b>2.d.13</b>	<b>Present research in scientific meetings</b>
		<b>2.d.14</b>	<b>To be honest in calculating data, analysis and interpretation</b>
		<b>2.d.15</b>	<b>Prepare different topics using PowerPoint and Data Show.</b>
		<b>2.d.16</b>	<b>Providing constructive feedback.</b>
<b>2.d.17</b>	<b>Communicate clearly, sensitively and effectively with patients and their relatives, and colleagues from a variety of health and social care professions.</b>		

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.18</b>	<b>Communicate effectively with individuals regardless of their social, cultural, ethnic backgrounds, or their disabilities.</b>
		<b>2.d.19</b>	<b>Cope with situations where communication is difficult including breaking bad news.</b>
		<b>2.d.20</b>	<b>Show compassion to the patients and their relatives in situations of stress and grief.</b>
		<b>2.d.21</b>	<b>Honor patients and their relatives, superiors, colleagues and any other member of the health profession.</b>
		<b>2.d.22</b>	<b>Adopt an empathic and holistic approach to the patients and their problems.</b>
		<b>2.d.23</b>	<b>Respect the different cultural beliefs and values in the community they serve.</b>
		<b>2.d.24</b>	<b>Recognize the important role played by other health care professions in patients' management</b>
		<b>2.d.25</b>	<b>Recognize one's own limitations of knowledge and skills and patients to appropriate health facility at the appropriate stage.</b>
		<b>2.d.26</b>	<b>Be self-aware and clarify personal values regarding ageing and the elderly</b>

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	<b>Diseases of the Cardiovascular System:</b> <ul style="list-style-type: none"> <li>➤ Rheumatic fever, SBE and valvular diseases of the heart.</li> <li>➤ Hypertension and hyperlipidemia</li> <li>➤ Ischemic heart diseases</li> <li>➤ Arrhythmias</li> <li>➤ Others: Congenital, cardiomyopathy, peri and myocarditis</li> <li>➤ Cardiac Failure</li> <li>➤ Deep venous thrombosis</li> </ul>	12	2	10		
2	<b>Diseases of the Respiratory System:</b> <ul style="list-style-type: none"> <li>➤ Infections: TB and pneumonia</li> <li>➤ Asthma and status asthmaticus</li> <li>➤ COPD</li> <li>➤ Lung Cancer</li> <li>➤ Pulmonary Embolism</li> <li>➤ Pulmonary hypertension</li> </ul>	12	2	10		

	<ul style="list-style-type: none"> <li>➤ Occupational lung disease</li> <li>➤ Others: Pleural diseases, chronic diseases affecting respiratory system</li> </ul>					
3	<p><b>Diseases of the GIT and Pancreas:</b></p> <ul style="list-style-type: none"> <li>➤ Oesophageal diseases</li> <li>➤ Gastritis. Peptic ulcer</li> </ul> <p><b>Diseases of the GIT and Pancreas:</b></p> <ul style="list-style-type: none"> <li>➤ Oesophageal diseases</li> <li>➤ Gastritis. Peptic ulcer</li> <li>➤ Gastritis. Peptic ulcer and dyspepsia</li> <li>➤ Oesophageal diseases</li> <li>➤ Diarrhea and constipation</li> <li>➤ Dysphagia</li> <li>➤ Abdominal Pain</li> <li>➤ Psychogenic disorders</li> <li>Irritable bowel syndrome &amp; inflammatory bowel disease(IBD)</li> <li>➤ Pancreatic disorder</li> </ul>	12	2	10		
4	<p><b>Diseases of the Liver and the Biliary Tract:</b></p> <ul style="list-style-type: none"> <li>➤ Jaundice and DD</li> <li>➤ Acute hepatitis</li> <li>➤ Chronic liver diseases and Cirrhosis</li> <li>➤ Gall bladder diseases</li> </ul>	10	2	8		

5	<b>Diseases of the Kidney and the Genito-urinar tract</b> <ul style="list-style-type: none"> <li>➤ Urinary tract Infections</li> <li>➤ Obstructive Uropathy</li> <li>➤ Urine Abnormalities (Hematuria, Proteinuria...etc.)</li> <li>➤ Glomerulonephritis and other renal disorders</li> <li>➤ Acute and Chronic Renal Failure</li> </ul>	10	2	8		
6	<b>Endocrine and Metabolic Disorders:</b> <ul style="list-style-type: none"> <li>➤ Diabetes Mellitus</li> <li>➤ Thyroid Gland Dysfunction</li> <li>➤ Obesity</li> </ul> <b>Other endocrinal disorders...etc.</b>	10	2	8		
7	<b>Blood Diseases:</b> <ul style="list-style-type: none"> <li>➤ Anemia</li> <li>➤ Diseases of WBCs (Leukemias and Lymphomas)</li> <li>➤ Bleeding and Thrombosis disorders</li> </ul>	10	2	8		
8	<b>Diseases of the Connective Tissues, Joints and Bones:</b> <ul style="list-style-type: none"> <li>➤ Rheumatoid Arthritis, SLE...etc. Metabolic Bone Diseases</li> <li>➤ Osteoporosis and Malacia, Gout...etc.</li> </ul>	10	2	8		

9	<b>Diseases of the Nervous System:</b> <ul style="list-style-type: none"> <li>➤ Headache, Convulsions, Epilepsy, Coma</li> <li>➤ Cerebrovascular Disorders</li> <li>➤ Diseases of the spinal cord and peripheral nerves</li> <li>➤ Diseases of Cranial nerves</li> <li>➤ Myopathies</li> </ul>	10	2	8		
10	<b>Infectious diseases:</b> <ul style="list-style-type: none"> <li>➤ Common viral, bacterial, protozoal and helminthic diseases</li> <li>➤ Fever of unknown origin</li> </ul>	5	1	4		
11	<b>Geriatric medicine:</b> <ul style="list-style-type: none"> <li>➤ Dementia and Intellectual impairment</li> <li>➤ Falls</li> <li>➤ Parkinson and tremours</li> <li>➤ Others: nutritional problems, incontinence, ...etc.</li> </ul>	6	2	4		
12	<b>Climatic disorders: Heat and Cold injuries</b> <i>ECG and X – ray</i>	5.5	1.5	4		
13	<b>Total</b>	<b>112.5 hours</b>	<b>22.5 hours</b>	<b>90 hours</b>		

## 64. Teaching and Learning Methods

- 4.1 Modified lectures
- 4.2 Attending the department scientific seminars and thesis discussion
- 4.3 Group discussion
- 4.4 Problem solving
- 4.5 Brain storming
- 4.6 Field training

## Course Schedule

### 65. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (150)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving questio		80 degrees	53.3 %
2	Structured oral examination		20 degrees	13.3%
3	Practical examination		50 degrees	33.4%
4	Log book : Attendance Assignment Seminar		Student will not allowed to enter the final exam unless fulfilling requirements of logbook	

\* The methods mentioned are examples, the organization may add and/or delete

### 66. 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)	<p><b>- Basic materials:</b></p> <p>a- <b>Lecture notes:</b> Department notebook: <i>Handouts</i> of the staff member in the department and Power point presentations</p> <p>b- <b>Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier</p>
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		<p>c- <b>Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.) , Fundamentals and Case Studies (2006)</b></p>
	<b>Other References</b>	<p><b>- Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• <b>Kumar textbook</b></li> <li>• <b>Current Diagnosis &amp; Treatment in internal medicine</b></li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine: Jeannette E. South-Paul, Samuel Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</b></li> <li>• <b>First Aid for the Family Medicine Boards: (first and second Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</b></li> <li>• <b>Oxford Textbook of Primary Medical Care: Jones Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</b></li> <li>• <b>Oxford internal medicine</b></li> <li>• <b>MacLeod clinical examination 14 edition</b></li> <li>• <b>Goldberger clinical electrocardiography 9th edition</b></li> </ul>
	<b>Electronic Sources</b> (Links must be added)	<p><b>Periodicals, Web sites ... etc</b></p> <p><b>National Institute for Clinical Excellence (NICE):</b> <a href="http://www.nice.org.uk">http://www.nice.org.uk</a></p> <p><b>Scottish Intercollegiate Guidelines Network (SIGN):</b> <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a></p> <p><b>British National Formulary (BNF):</b> <a href="http://www.bnf.org">http://www.bnf.org</a></p>
	<b>Learning Platforms</b> (Links must be added)	<ul style="list-style-type: none"> <li>◆ <b>American Association for internal medicine</b></li> <li>◆ <b>American academy of family medicine</b></li> <li>◆ <b>American association of family medicine</b></li> <li>▪ <b>WHO.int.com</b></li> <li>▪ <b>Pub. Med</b></li> </ul>

		<ul style="list-style-type: none"> <li>▪ Google</li> <li>▪ Science direct</li> </ul>
	<b>Other</b> (to be mentioned)	<b>Recommended books:</b> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine</b> Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b>  Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	<b>teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner &amp; copier.</b>
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching class &amp;teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	<b>Computer programs and compact CD</b>
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
<b>Other (to be mentioned)</b>		

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**



# Course Specification

## (2025)

### 67. Basic Information

Course Title	Gynaecology and Maternal Health Medicine			
Course Code (according to the bylaw)	Fam 509			
Department/s participating in delivery of the course	Obstetric & Gynecology department in a collaboration with family Medicine Department			
Number of credit hours/points of the course	Theoretical	Practical	Other (specify)	Total
	2 credit hour	2 credit hour		4 credit hour
Course Type	اجباری			
Academic level at which the course is taught	2 <sup>nd</sup> part Choose an item.			
Academic Program	Diplome family medicine			

Faculty/Institute	Faculty of medicine
University/Academy	Benha university
Name of Course Coordinator	Dr.Ahmed Gamal
Course Specification Approval Date	22-9-2020
Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)	15-9-2025

## 68. Course Overview (Brief summary of scientific content)

### ➤ Course content

### ➤ Gynecology

- Physiology of the menstrual cycle
- Puberty
- Hyperprolactenemia and galactorrhea, Hirsutism
- Urinary Incontinence, Genital Prolapse
- Infertility and Amenorrhea
- Abnormal genital bleeding
- Dysfunction uterine bleeding
- Dysmenorrhea
- Premenstrual tension syndrome
- STDs
- Genital Infections
- Vaginal Discharge
- Bartholin Cyst
- Menopausal problems
- Tumors

- Family planning and counseling

## ➤ **Obstetrics**

- Normal Pregnancy
  - Antenatal Care
  - Nutritional requirement during pregnancy
  - Drugs and pregnancy
  - Vaccination and pregnancy
  - Malpresentation
  - IUGR
  - Still Birth
  - Rh incompatibility
  - Pelvimetry & Contracted Pelvis
  - High risk pregnancy
  - Bleeding in early pregnancy,
  - Antepartum hemorrhage
- Medical disorders in pregnancy
  - Hypertension, pre-eclampsia, eclampsia
  - Diabetes mellitus
  - Thyrotoxicosis
  - Cardiac diseases
  - Anemia
  - Bronchial asthma
- Infection in pregnancy
  - Pyelitis and pyelonephritis
  - Asymptomatic bacteriurea of pregnancy
  - Hepatitis
- Normal Labour

- Abnormal uterine contractions
- Birth canal injuries
- Obstetric procedures
- Preterm
- PROM
- Complications of the third stage
- Post-natal care
  - Puerperium
  - Puerperal sepsis

## 69. Course Learning Outcomes CLOs

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

#### ↪ Overall aims of course:

- ↪ Prepare family medicine specialist capable to deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach
- ↪ Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community oriented family physicians.
- ↪ Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
- ↪ Adopt the holistic approach.
- ↪ Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
- ↪ Develop the essential knowledge concerning common Ob/Gyn conditions and reproductive needs.
- ↪ Acquire basic skills needed to manage normal pregnancy and safe normal delivery.
- ↪ Screen and identify risky conditions.

- Refer needy cases to higher health care levels.
- Counsel and implement family planning services.
- Identify and manage reproductive tract infections.
- Manage and refer conditions of infertility and sexual disorders.

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
2.a	Knowledge and understanding:	2.a.1	Understand and devise family medicine program based on local needs.
		2.a.2	Recognize the etiology, clinical manifestations of important and common health problems presented to the primary health care
		2.a.3	Recall the main lines of management according to the latest available evidence
		2.a.4	List the main ethical principles in patient care.
		2.a.5	Demonstrate adequate consulting skills to solicit a good history from the patient and his/her relatives, and show empathy and compassion towards patients with chronic or terminal illness.
		2.a.6	Demonstrate knowledge of the relative prevalence of the common Gynecology and Maternal Health problems in the local community to assist diagnosis.
		2.a.7	Demonstrate an evidence-based approach towards investigation and management of the common Gynecology and Maternal Health problems
		2.a.8	Demonstrate knowledge of women's health problems, conditions and diseases
		2.a.9	Explain the importance of risk factors in the diagnosis and management of women's problems.
		2.a.10	Outline relevant prevention strategies (e.g. safer sex, pre-pregnancy counselling, antenatal care, immunisation, preventing osteoporosis)

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.11</b>	Normal growth and development, and variants
		<b>2.a.12</b>	Describe physiology of menstruation, Amenorrhea and dysfunctional uterine bleeding and Premenstrual syndrome
		<b>2.a.13</b>	Reproductive-tract infections/diseases
		<b>2.a.14</b>	Discuss causes, clinical manifestations and management of common gynecologic and obstetric problems presented to the healthcare centers
		<b>2.a.15</b>	The family planning and counseling principles and their problems
		<b>2.a.16</b>	Common problems in the antenatal period
		<b>2.a.17</b>	Identify principles of auditing of antenatal and family planning programs
		<b>2.a.18</b>	Infertility and how to manage
		<b>2.a.19</b>	Stages of normal labor, safe management and support.
		<b>2.a.20</b>	High risk pregnancy
		<b>2.a.21</b>	Post partum care.
		<b>2.a.22</b>	Discuss abortion diagnosis and safe management.
		<b>2.a.23</b>	Identify and manage climatic and menopause related problems.
		<b>2.a.24</b>	Describe the importance of confidentiality and informed consent in relation to the care of women.
		<b>2.a.25</b>	Describe the impact of gender on individual behaviour and lifestyle, and formulate strategies to best handle problem issues.
		<b>2.a.26</b>	Understand the impact of other illness, for both the patient and her family, on the presentation and management of a woman's health problem.
		<b>2.a.27</b>	Outline relevant prevention strategies (e.g. safer sex, pre-pregnancy counselling, antenatal care, immunisation, preventing osteoporosis
		<b>2.a.28</b>	Discuss basics of medical ethics.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.29</b>	Mention basics of patient's safety and safety procedures
		2.b.1	plan for management and referral
		2.b.2	Promotion of community health
2.b	Intellectual Skills.	2.b.3	Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
		2.b.4	Integrate information from different sources to reach a definite diagnosis
		2.b.5	Perform screening appropriately tailored to each member whenever available
		2.b.6	Interpret the significance and relevance of abnormal .physical signs
		2.b.7	Identify the appropriate needed investigation tool relevant to a particular patient and adequately interpret the results
		2.b.8	Integrate the patient's history and abnormal physical signs and investigation into a comprehensive differential .diagnosis
		2.b.9	Analyze the medical problems.
		2.b.10	Implement evidence-based screening strategies relevant to women and discuss their advantages/disadvantages.
		2.b.11	Intervene urgently if malignancy is suspected and have a low threshold for the referral of breast lumps
		2.b.12	Identify those cases when early or immediate intervention is necessary,
		2.b.13	Provide family planning and counseling services
		2.b.14	Run antenatal care clinic and manage common and important medical problems during pregnancy
		2.b.15	Participate in auditing of women's health program and quality improvement activities.
		2.b.16	Analyze medical topics in medical journal for researchers in gynecological disease.
		2.b.17	Select the best diagnostic tool according to available information in particular situation.
		2.b.18	Interpret the significance and relevance of abnormal physical signs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.19	Design a plan for management of each disease.
		2.b.20	Recognize the prevalence of domestic violence, be vigilant about latent signs of this problem and demonstrate the ability to question patient sensitively when this issue is suspected.
		2.b.21	Be sensitive to the possibility that a female patient may prefer to consult and be examined by a female doctor and arrange this where practical and appropriate.
		2.b.22	Communicate sensitively with women about sexuality and intimate issues.
		2.b.23	Write a scientific report.
		2.b.24	Interpret the results of research using common statistical tests.
		2.b.25	Make scientific conclusion from published research studies
<b>2.c</b>	<b>Professional and Practical Skills</b>	<b>2.c.1</b>	Take appropriate history from the patient .
		<b>2.c.2</b>	Handle and keep health information
		<b>2.c.3</b>	Practice filling the family health record.
		<b>2.c.4</b>	Practice proper writing of the prescription and appreciate rational drug use
		<b>2.c.5</b>	Show appropriate professional attitude with the patient including empathy, trust worthiness, respect for privacy and dignity and rights of the patient
		<b>2.c.6</b>	Admit his level of competency and accept constructive feedback and respond appropriately
		<b>2.c.7</b>	Work effectively in a team accepting principles of collective responsibility.
		<b>2.c.8</b>	Demonstrate holistic approach in case management that ensure comprehensive and continuous provision of care
		<b>2.c.9</b>	Report a structured, patient centered history adequately.
		<b>2.c.10</b>	Manage diseases using evidence-based guidelines/protocols, providing ongoing treatment and support and referring more complex/severe cases for investigation or secondary care.
		<b>2.c.11</b>	Intervene urgently when patients present with an emergency,

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.12</b>	Provide counseling for all forms of birth control Use of oral contraceptives and other hormonal contraception, IUD insertion/removal, Diaphragm fitting, Surgical implantation devices and removal of them and Medical issues in contraceptive management.
		<b>2.c.13</b>	Manage normal labor (partpggraphy, episiotomy).
		<b>2.c.14</b>	Perform colposcopy, cervical biopsy, endocervical curettage
		<b>2.c.15</b>	Perform endometrial biopsy/aspiration and curettage
		<b>2.c.16</b>	Perform dilation and curettage for incomplete abortion
		<b>2.c.17</b>	Gynecological and breast examination
		<b>2.c.18</b>	formulate a rational plan of investigation and management including assessment of severity and need for immediate expert assistance.
		<b>2.c.19</b>	Manage and coordinate of psychosocial and family issues, including menopause, abortion or infertility, necessary environmental adaptation and use of community resources..
<b>2.d.</b>	<b>General and Transferable Skills</b>	<b>2.d.1</b>	Establish life-long self-learning required for continuous professional development.
		<b>2.d.2</b>	Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.
		<b>2.d.3</b>	Retrieve, manage, and manipulate information by all means, including electronic means.
		<b>2.d.4</b>	Present information clearly in written, electronic and oral forms.
		<b>2.d.5</b>	Manage time efficiently.
		<b>2.d.6</b>	Respect the role of others, superiors, colleagues.
		<b>2.d.7</b>	Use drugs in a rational cost effective manner
		<b>2.d.8</b>	Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.
		<b>2.d.9</b>	Provide continuity of care and well-timed follow-up.
		<b>2.d.10</b>	Accept referral process and consultation with other physician

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.11</b>	accept the Work effectively in multi professional team and .responsibility of being available and accessible to patients
		<b>2.d.12</b>	Communicate ethically with his colleagues, staff and members community
		<b>2.d.13</b>	Present research in scientific meetings
		<b>2.d.14</b>	To be honest in calculating data, analysis and interpretation
		<b>2.d.15</b>	.Prepare different topics using PowerPoint and Data Show
		<b>2.d.16</b>	Providing constructive feedback.
		<b>2.d.17</b>	Communicate clearly, sensitively and effectively with patients and their relatives, and colleagues from a variety of health and social care professions.
		<b>2.d.18</b>	Communicate effectively with individuals regardless of their social, cultural, ethnic backgrounds, or their disabilities.
		<b>2.d.19</b>	Cope with situations where communication is difficult including breaking bad news.
		<b>2.d.20</b>	Show compassion to the patients and their relatives in situations of stress and grief.
		<b>2.d.21</b>	Honor patients and their relatives, superiors, colleagues and any other member of the health profession.
		<b>2.d.22</b>	Adopt an empathic and holistic approach to the patients and their problems.
		<b>2.d.23</b>	Respect the different cultural beliefs and values in the community they serve.
		<b>2.d.24</b>	Recognize the important role played by other health care professions in patients' management
		<b>2.d.25</b>	Recognize one's own limitations of knowledge and skills and patients to appropriate health facility at the appropriate stage.
		<b>2.d.26</b>	A caring, compassionate and respect- full approach to the women's role as an informed participant in her health care decisions and .those affecting her family
		<b>2.d.27</b>	Recognition of the need to empower the female patient in the decision-making process and provide information to enable the female .patient to make decisions

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.28</b>	<b>An awareness that many medical disorders .manifest differently or exclusively in women</b>
		<b>2.d.29</b>	<b>Recognition that a woman’s health is affected not only by medical problems, but also by family, career, life cycle, relationships and .community</b>
		<b>2.d.30</b>	<b>An appreciation of the role that women play in the health of the family by selecting a health care provider, providing family care, and making lifestyle decisions for the family, .including meal and activity selections</b>
		<b>2.d.31</b>	<b>Deal with particular sensitivity in those cases involving family issues, domestic violence, termination of pregnancy, sexually-transmitted infections and ‘partner notification’.</b>
		<b>2.d.32</b>	<b>Facilitate continuity of care, respect the patient’s confidentiality and maintain patient records that are accurate</b>
		<b>2.d.33</b>	<b>Be aware of gender issues, power and the patient–doctor relationship, and know how to prevent these issues adversely impacting on women’s health care.</b>

## 70. Teaching and Learning Methods

4.1 Modified lectures

4.2 Attending the department scientific seminars and thesis discussion

4.3 Group discussion

4.4 Problem solving

4.5 Brain storming

## 4.6 Field training

### Course Schedule

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	<ul style="list-style-type: none"> <li>➤ <b>Gynecology</b></li> <li>• Physiology of the menstrual cycle</li> <li>• Puberty</li> <li>• Hyperprolactenemia and galactorrhea, Hirsutism</li> </ul>	10	2	8		
2	<ul style="list-style-type: none"> <li>• Urinary Incontinence, Genital Prolapse</li> <li>• Infertility and Amenorrhea</li> <li>• Abnormal genital bleeding</li> </ul>	10	2	8		
3	<ul style="list-style-type: none"> <li>• Dysfunction uterine bleeding</li> <li>• Dysmenorrhea</li> <li>• Premenstrual tension syndrome</li> </ul>	10	2	8		
4	<ul style="list-style-type: none"> <li>• STDs</li> <li>• Genital Infections</li> <li>• Vaginal Discharge</li> </ul>	10	2	8		
5	<ul style="list-style-type: none"> <li>• Bartholin Cyst</li> <li>• Menopausal problems</li> <li>• Tumours</li> </ul> <p>Family planning and counseling</p>	10	2	8		
6	<ul style="list-style-type: none"> <li>➤ <b>Obstetrics</b></li> <li>- Normal Pregnancy</li> </ul>	10	2	8		

	<ul style="list-style-type: none"> <li>• Antenatal Care<sup>2</sup></li> <li>• Nutritional requirement during pregnancy</li> </ul> <p>Drugs and pregnancy</p>					
7	<ul style="list-style-type: none"> <li>• Vaccination and pregnancy</li> <li>• Malpresentation</li> </ul> <p>IUGR</p>	10	2	8		
8	<ul style="list-style-type: none"> <li>• Still Birth</li> <li>• Rh incompatibility</li> </ul> <p>Pelvimetry &amp; Contracted Pelvis</p>	10	2	8		
9	<ul style="list-style-type: none"> <li>• High risk pregnancy</li> <li>• Bleeding in early pregnancy, Antepartum hemorrhage</li> </ul>	10	2	8		
10	<ul style="list-style-type: none"> <li>- Medical disorders in pregnancy</li> <li>• Hypertension, pre-eclampsia, eclampsia</li> <li>• Diabetes mellitus</li> </ul> <p>Thyrotoxicosis</p>	10	2	8		
11	<ul style="list-style-type: none"> <li>• Cardiac diseases</li> <li>• Anemia</li> </ul> <p>Bronchial asthma</p>	10	2	8		
12	<ul style="list-style-type: none"> <li>- Infection in pregnancy</li> <li>• Pyelitis and pyelonephritis</li> <li>• Asymptomatic bacteriuria of pregnancy</li> <li>• Hepatitis</li> </ul>	10	2	8		
13	<ul style="list-style-type: none"> <li>- Normal Labour</li> <li>• Abnormal uterine contractions</li> <li>• Birth canal injuries</li> <li>• Obstetric procedures</li> </ul>	10	2	8		

14	<ul style="list-style-type: none"> <li>• Preterm</li> <li>• PROM</li> <li>• Complications of the third stage</li> </ul>	10	2	8		
15	<ul style="list-style-type: none"> <li>-Post-natal care</li> <li>• Puerperium</li> <li>Puerperal sepsis</li> </ul>	10	2	8		
	Total	150 hours	30 hours	120 hours		

## 71. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks (200)
1	Exam 1 written (Semester work)			120 degrees ( 50 %)
2	Exam 2 ..... (Semester work)			
3	Final Written Exam			
	Final Practical/Clinical/... Exam			40 degrees (20%)
	Final Oral Exam			40 degrees (20%)
	Assignments / Project /Portfolio/ Logbook			Student will not allowed to enter the final exam unless fulfilling requirements of logbook
	Field training			
	Other (Mention)			

\* The methods mentioned are examples, the organization may add and/or delete

## 72. Learning Resources and Supportive Facilities \*

Learning resources (books, scientific	The main (essential) reference for the course (must be written in full according to the	⇒ 6.1- Basic materials:
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<b>references, etc.) *</b>	scientific documentation method)	<p><b>a- Lecture notes:</b> Department notebook: <i>Handouts</i> of the staff members in the department</p> <p>and Power point presentations</p> <p><b>b- Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders Imprint of Elsevier</p> <p><b>c- Rakel Essentials of Family Medicine: Robert E. Rakel, MD (Eds.) Fundamentals and Case Studies (2006)</b></p>
	Other References	<p>☞ - <b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor's manual of family medicine</b> Paul M. Paulman, Au A. Paulman &amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp; Wilkins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b> Alfred F. Tallia, Joseph E. Scherger &amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass - - Springer (2017)</b></li> </ul>
	Electronic Sources (Links must be added)	<p>☞ <b>Periodicals, Web sites ... etc.:</b></p> <ul style="list-style-type: none"> <li>◆ <b>American College of Obstetrician and Gynaecologist (ACOG)</b></li> <li>◆ <b>Royal College of Obstetrician and Gynaecologist (RCOG)</b></li> <li>◆ <b>American academy of family medicine</b></li> <li>◆ <b>American association of family medicine</b> <ul style="list-style-type: none"> <li>▪ <b>WHO.int.com</b></li> <li>▪ <b>Pub. Med</b></li> <li>▪ <b>Google</b></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Science direct</li> </ul>
	<b>Learning Platforms</b> (Links must be added)	<ul style="list-style-type: none"> <li>◆</li> <li>◆ <b>National Institute for Clinical Excellence (NICE):</b>  <a href="http://www.nice.org.uk">http://www.nice.org.uk</a>            The National Institute for Clinical Excellence is developing a national clinical guidelines to secure consistent, high quality evidence-based practice.</li> <li>◆ <b>Scottish Intercollegiate Guidelines Network (SIGN):</b>  <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a>            The Scottish Intercollegiate Guidelines Network (SIGN) objective to improve the quality of health care for patients by reducing variation in practice &amp; outcome, through the development &amp; dissemination of national clinical guidelines containing recommendations for effective practice based on current evidence.</li> <li>◆ <b>British National Formulary (BNF):</b> <a href="http://www.bnf.org">http://www.bnf.org</a>            This reference provides up-to-date guidance on prescribing, dispensing and administering medicines.</li> </ul>
	<b>Other</b> (to be mentioned)	<ul style="list-style-type: none"> <li>⇒ <b>Essential books (text books):</b> <ul style="list-style-type: none"> <li>• <b>Ten teachers in Obstetrics and Gynaecology</b>.....</li> <li>• <b>Manual of John Hopkins in Obstetrics and Gynaecology</b> .....</li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine:</b>            Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Levitt            second edition, McGraw-Hill. 2008</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• <b>First Aid for the Family Medicine Boards: (first aid Special Boards).</b> Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> <li>• <b>Oxford Textbook of Primary Medical Care:</b> Jones, Roger; Britton, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silkin, Chris, 1st Edition, 2004 Oxford University Press</li> </ul>
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<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	<b>Teaching tools: including screens, black board, white board, data projector, overhead projector, video projector, video show, computers, laser printer, scanner &amp; copier.</b>
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching classrooms &amp; teaching hall) provided with comfortable desks, fans, air conditioning, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	<b>Computer programs and compact CD</b>
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	<b>Field trips</b>

**\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course**

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

# Course Specification

## (2025)

### 73. Basic Information

<b>Course Title</b>	<b>Dermatology</b>			
<b>Course Code</b>	<b>Fam 510</b>			
<b>Department/s participating in delivery of the course</b>	<b>Dermatology department in a collaboration with family Medicine Department</b>			
<b>Number of credit hours/points of the course (according to the bylaw)</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Other (specify )</b>	<b>Total</b>
	<b>1</b>	<b>1</b>		<b>2</b>
<b>Course Type</b>	<b>اجباري</b>			
<b>Academic level at which the course is taught</b>	<b>2nd part</b>			
<b>Academic Program</b>	<b>Diplome family medicine</b>			
<b>Faculty/Institute</b>	<b>Faculty of Medicine</b>			
<b>University/Academy</b>	<b>Benha University</b>			
<b>Name of Course Coordinator</b>	<b>Dr.Meran kasem</b>			

Course Specification Approval Date	22/ 9 / 2020
Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)	15-9-2025

## 74. Course Overview (Brief summary of scientific content)

### ➤ Course content

- Fungal skin diseases

Tinea capitis

Tinea circinata

Tinea cruris

Tinea pedis

Tinea unguium

Pitryasis versicolor

Candidiasis

- Viral skin diseases

Herpes simplex

Herpes zoster

Warts

Molluscum contagiosum

- Bacterial skin diseases

Impetigo

Folliculitis

Furunculosis

Erysipelas

Intertrigo

- **Parasitic skin infection**
  - Scabies
  - Pediculosis
- **Erythematous squamous disorders**
  - Psoriasis
  - Pityriasis rosea
- **Disorders of skin appendages**
  - Acne vulgaris
  - Sweat rash
  - Alopecia
- **Dermatological manifestations of systemic disease**
- **Vitiligo**
- **Sexual transmitted diseases**
- **Allergic skin disorders**
- **Papular urticaria**
- **Napkin dermatitis**
- **Dandruff**
- **Skin lesions & tumours**
- **Hair loss**

## 75. Course Learning Outcomes CLOs

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

**1-Course Aim :**

- Deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach
- Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
- Adopt the holistic approach.
- Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
- Diagnosis and management of patients presenting with symptoms and signs that point to disease in the skin
- Screen and identify risky conditions.
- Refer needy cases to higher health care levels.

## 2- Course ILOs

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
2.a	Knowledge and understanding	2.a.1	Understand and devise family medicine program based on local needs
		2.a.2	Recognize the etiology, clinical manifestations of important and common health problems presented to the primary health care
		2.a.3	Recall the main lines of management according to the latest available evidence
		2.a.4	List the main ethical principles in patient care
		2.a.5	Demonstrate adequate consulting skills to solicit a good history from the patient and his/her relatives, and show empathy and compassion

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			towards patients with chronic or terminal illness.
		2.a.6	Demonstrate knowledge of the relative prevalence of the common skin diseases in the local community to assist diagnosis
		2.a.7	Discuss causes, clinical manifestations and management of common reproductive-tract infections/diseases
		2.a.8	Understand the relation between doctor and patient suffered from reproductive disease
		2.a.9	Demonstrate an evidence-based approach towards investigation and management of the common skin diseases
		2.a.10	Appreciate the importance of the social and psychological impact of skin problems on the patient, his/her family, friends, dependants and employers
		2.a.11	Demonstrate adequate consulting skills to solicit a good history from the patient and his/her relatives, and show empathy and compassion in the approach towards patients with skin disease
		2.a.12	Recognize particular groups of patients at higher risk of acquiring skin infections (e.g. school age children, asylum seekers, diabetics, poor personal hygiene)

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.13</b>	<b>Recognize that systemic disease frequently manifests itself in the skin, and be careful not to miss it</b>
		<b>2.a.14</b>	<b>Describe how medicines can cause dermatological adverse events</b>
		<b>2.a.15</b>	<b>Explain the role of blood investigations, Wood's light, skin scrapings, nail specimens, skin biopsy and excision biopsy in the diagnosis of skin disease</b>
		<b>2.a.16</b>	<b>Explain indications and demonstrate technique how to perform curettage, cryosurgery and cauterization. Show care in trying to achieve a good cosmetic result. Describe what follow up may be necessary</b>
		<b>2.a.17</b>	<b>Describe the different types of suturing materials and needles, and state when to use which</b>
		<b>2.a.18</b>	<b>Demonstrate disinfection, aseptic technique, local anaesthesia, and suturing in different situations</b>
		<b>2.a.19</b>	<b>Explain to the patient how to care for the wound, and when to return for removal of sutures</b>
		<b>2.a.20</b>	<b>Explain indications and demonstrate technique how to perform minor surgery for skin lesions and surgery for ingrown toenail. Show care in trying to achieve a good cosmetic result. Describe what follow up may be necessary</b>
		<b>2.a.21</b>	<b>Explain indications and demonstrate technique how to perform minor surgery for skin lesions and surgery for ingrown toenail. Show care in trying to achieve a good cosmetic</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<b>result. Describe what follow up may be necessary</b>
		<b>2.a.22</b>	<b>Recognize that malignant melanoma is an important cause of preventable morbidity and mortality. Diagnose ‘red-flag’ changes and refer promptly and urgently</b>
		<b>2.a.23</b>	<b>Show wide knowledge of the pharmacological treatment options for skin disease. Demonstrate a consistent, evidence-based approach to drug prescribing for skin conditions, including the use of antibiotics</b>
		<b>2.a.24</b>	<b>Explain and illustrate to the patient how to use and apply topical treatment e.g. shampoo, cream, occlusive dressing</b>
		<b>2.a.25</b>	<b>Educate people about skin protection from sunlight, about skin care and personal hygiene</b>
		<b>2.a.26</b>	<b>Identify the patient’s health beliefs regarding skin problems and either reinforce, modify or challenge these beliefs as appropriate</b>
		<b>2.a.27</b>	<b>Outline relevant measures to prevent spread of skin infections or infestations and communicate with school staff or employer when necessary</b>
		<b>2.a.28</b>	<b>Discuss basics of medical ethics</b>
		<b>2.a.29</b>	<b>Mention basics of patient’s safety and safety procedures</b>
<b>2.b</b>	<b>Intellectual Skills</b>	<b>2.b.1</b>	<b>plan for management and referral</b>
		<b>2.b.2</b>	<b>Promotion of community health</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.b.3</b>	<b>Diagnosis and management of cases attending the Family health facility/ Primary Health Care services</b>
		<b>2.b.4</b>	<b>Integrate information from different sources to reach a definite diagnosis</b>
		<b>2.b.5</b>	<b>Perform screening appropriately tailored to each member whenever available</b>
		<b>2.b.6</b>	<b>Interpret the significance and relevance of abnormal physical signs</b>
		<b>2.b.7</b>	<b>Identify the appropriate needed investigation tool relevant to a particular patient and adequately interpret the results</b>
		<b>2.b.8</b>	<b>Integrate the patient's history and abnormal physical signs and investigation into a comprehensive differential diagnosis</b>
		<b>2.b.9</b>	<b>Analyze the medical problems</b>
		<b>2.b.10</b>	<b>Apply sound evidence-based criteria to assess severity of skin disease, to decide when to refer a patient to secondary care and whether the referral should be as an urgent or routine appointment</b>
		<b>2.b.11</b>	<b>Intervene urgently to assess and properly treat superficial wounds, burns and scalds. Explain when to refer to secondary care</b>
		<b>2.b.12</b>	<b>Assess the likelihood of occupational exposure as a cause of skin disease (e.g. contact eczema) and make appropriate recommendations</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.b.13</b>	<b>Select the best diagnostic tool according to available information in particular situation</b>
		<b>2.b.14</b>	<b>Write a scientific report</b>
		<b>2.b.15</b>	<b>Interpret the results of research using common statistical tests</b>
		<b>2.b.16</b>	<b>Make scientific conclusion from published research studies</b>
		<b>2.b.17</b>	<b>Coordinate care with other health care professionals, such as dermatologist, practice nurse, community nurse, tissue viability nurse and pharmacist to enable chronic disease management and rehabilitation</b>
<b>2.c</b>	<b>Professional and Practical Skills</b>	<b>2.c.1</b>	<b>Take appropriate history from the patient</b>
		<b>2.c.2</b>	<b>Perform a complete examination of the skin, hair and nails</b>
		<b>2.c.3</b>	<b>Manage common skin diseases</b>
		<b>2.c.4</b>	<b>Manage common reproductive-tract infections/diseases</b>
		<b>2.c.5</b>	<b>Perform minor surgery for skin lesions and surgery for ingrown toenail</b>
		<b>2.c.6</b>	<b>Provide care for wounds, and when to return for removal of sutures</b>
		<b>2.c.7</b>	<b>perform curettage, cryosurgery and cauterization</b>
		<b>2.c.8</b>	<b>Handle and keep health information</b>
		<b>2.c.9</b>	<b>Practice proper writing of the prescription and appreciate rational drug use</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.d</b>	<b>General and Transferable Skills</b>	<b>2.d.1</b>	<b>Establish life-long self-learning required for continuous professional development</b>
		<b>2.d.2</b>	<b>Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice</b>
		<b>2.d.3</b>	<b>Retrieve, manage, and manipulate information by all means, including electronic means</b>
		<b>2.d.4</b>	<b>Present information clearly in written, electronic and oral forms.</b>
		<b>2.d.5</b>	<b>Manage time efficiently</b>
		<b>2.d.6</b>	<b>Respect the role of others, superiors, colleagues</b>
		<b>2.d.7</b>	<b>Use drugs in a rational cost effective manner</b>
		<b>2.d.8</b>	<b>Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning</b>
		<b>2.d.9</b>	<b>Provide continuity of care and well-timed follow-up</b>
		<b>2.d.10</b>	<b>Accept referral process and consultation with other physician</b>
		<b>2.d.11</b>	<b>Work effectively in multi professional accept the responsibility of team and being available and accessible to patients</b>
		<b>2.d.12</b>	<b>Communicate ethically with his colleagues, staff and community members</b>
		<b>2.d.13</b>	<b>Present research in scientific meetings</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.d.14	To be honest in calculating data, analysis and interpretation
		2.d.15	Prepare different topics using PowerPoint and Data Show
		2.d.16	Providing constructive feedback
		2.d.17	Communicate clearly, sensitively and effectively with patients and their relatives, and colleagues from a variety of health and social care professions
		2.d.18	Communicate effectively with individuals regardless of their social, cultural, ethnic backgrounds, or their disabilities
		2.d.19	Cope with situations where communication is difficult including breaking bad news
		2.d.20	Show compassion to the patients and their relatives in situations of stress and grief
		2.d.21	Honor patients and their relatives, superiors, colleagues and any other member of the health profession
		2.d.22	Adopt an empathic and holistic approach to the patients and their problems
		2.d.23	Respect the different cultural beliefs and values in the community they serve
		2.d.24	Recognize the important role played by other health care professions in patients' management
		2.d.25	Recognize one's own limitations of knowledge and skills and patients to appropriate health facility at the appropriate stage
		2.d.26	Show appropriate professional attitude with the patient including

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<b>empathy, trust worthiness, respect for privacy and dignity and rights of the patient</b>

## 76. Teaching and Learning Methods

- 1- Modified lectures
- 2 -Attending the department scientific seminars and thesis discussion
- 3 -Group discussion
- 4 -Problem solving
- 5 -Brain storming
- 6 -Field training

### Course Schedule

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	<ul style="list-style-type: none"> <li>• Fungal skin diseases</li> <li>-Tinea capitis</li> <li>-Tinea circinata</li> <li>-Tinea cruris</li> </ul>	5	1	4		
2	<ul style="list-style-type: none"> <li>-Tinea pedis</li> <li>-Tinea unguium</li> <li>-Pityriasis versicolor</li> <li>-Candidiasis</li> </ul>	5	1	4		
3	<ul style="list-style-type: none"> <li>• Viral skin diseases</li> <li>-Herpes simplex</li> <li>-Herpes zoster</li> </ul>	5	1	4		
4	<ul style="list-style-type: none"> <li>-Warts</li> <li>-Molluscum contagiosum</li> </ul>	5	1	4		
5	<ul style="list-style-type: none"> <li>• Bacterial skin diseases</li> <li>-Impetigo</li> <li>-Folliculitis</li> <li>-Furunculosis</li> </ul>	5	1	4		
6	<ul style="list-style-type: none"> <li>-Erysipelas</li> <li>-Intertrigo</li> </ul>	5	1	4		
7	<ul style="list-style-type: none"> <li>• Parasitic skin infection</li> <li>-Scabies</li> <li>-Pediculosis</li> </ul>	5	1	4		
8	<ul style="list-style-type: none"> <li>• Erythematous squamous disorders</li> <li>-Psoriasis</li> <li>-Pityriasis rosea</li> </ul>	10	2	8		
9	<ul style="list-style-type: none"> <li>• Disorders of skin appendages</li> <li>-Acne vulgaris</li> <li>-Sweat rash</li> <li>-Alopecia</li> </ul>	5	1	4		
10	<ul style="list-style-type: none"> <li>• Dermatological manifestations of systemic disease</li> <li>Vitiligo</li> </ul>	10	2	8		

11	<b>Sexual transmitted diseases</b>	<b>5</b>	<b>1</b>	<b>4</b>		
12	<ul style="list-style-type: none"> <li>• Allergic skin disorders</li> <li>• Papular urticaria</li> <li>Napkin dermatitis</li> </ul>	<b>5</b>	<b>1</b>	<b>4</b>		
13	<ul style="list-style-type: none"> <li>• Dandruff</li> <li>• Hair loss</li> </ul> <b>Skin lesions &amp; tumours</b>	<b>5</b>	<b>1</b>	<b>4</b>		

## 77. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	<b>Written examination:</b> <b>Structured essay questions</b> <b>MCQs</b> <b>Problem solving question</b>		<b>50 degrees</b>	<b>(50 %)</b>
2	<b>Structured oral examination</b>		<b>25 degrees</b>	<b>(25%)</b>
3	<b>Practical examination</b>		<b>25 degrees</b>	<b>(25%)</b>
4	<b>Log book :</b> <b>Attendance</b> <b>Assignment</b> <b>Seminar</b>			<b>Student will not allowed to enter the final exam unless fulfilling requirements of logbook</b>

\* The methods mentioned are examples, the organization may add and/or delete

## 78. Learning Resources and Supportive Facilities \*

<b>Learning resources (books, scientific references, etc.) *</b>	<b>The main (essential) reference for the course</b> (must be written in full according to the scientific documentation method)	<b>Basic materials:</b>  <b>a- Lecture notes: Department notebook: Handouts of the staff member in the department and Power point presentations</b>
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		<p><b>b- Raket: Textbook of Family Medicine, ed. Copyright © 2007 Saunders, An Imprint Elsevier</b></p> <p><b>c- Raket Essentials of Family Medicine: Robert E. Raket, MD (Eds.) , Fundamentals and Case</b></p>
	Other References	<p><b>Essential books (text books):</b></p> <ul style="list-style-type: none"> <li>• <b>Dermatology : Jean L. Bologna , Julie V. Schaffer, Lorenzo Cerroni , Fourth Edition ,2017.</b></li> <li>• <b>Fitzpatrick's Color Atlas &amp; Synopsis of Clinical Dermatology...</b></li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine: Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</b></li> <li>• <b>First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</b></li> </ul> <p><b>. Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</b></p>
	Electronic Sources (Links must be added)	<p><b>Periodicals, Web sites ... etc.</b></p> <p><b>(NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a></b></p> <p><b>(SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a></b></p> <p><b>(BNF): <a href="http://www.bnf.org">http://www.bnf.org</a></b></p>
	Learning Platforms (Links must be added)	
	Other (to be mentioned)	<p><b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine Paul M. Paulman, Audrey A. Paulman&amp;</b></li> </ul>

		<p><b>Jeffery D. Harrison. Third edition, Lippincott Williams &amp; Wikins. 2008</b></p> <ul style="list-style-type: none"> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b></li> </ul> <p><b>Alfred F. Tallia, Joseph E. Scherger &amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</b></p> <ul style="list-style-type: none"> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	<b>Teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner &amp; copier.</b>
	<b>Supplies</b>	<b>Adequate infrastructure: including teaching places (teaching class &amp; teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b>
	<b>Electronic Programs</b>	
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
<b>Other (to be mentioned)</b>		

*\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course*

**Name and Signature  
Course Coordinator**

**Name and Signature  
Program Coordinator**

# Course Specification

## (2025)

### 79. Basic Information

Course Title	General Surgery and Emergency			
Course Code	Fam 511			
Department/s participating in delivery of the course	General Surgery and Emergency department in a collaboration with family Medicine Department			
Number of credit hours/points of the course	Theoretic al	Practical	Other (specify)	Total
	2 credit hour	2 credit hour	–	4 credit hours
Course Type	اجباري			
Academic level at which the course is taught	2 <sup>nd</sup> part			
Academic Program	Diplome Family Medicine			
Faculty/Institute	faculty of medicine			
University/Academy	Benha University			
Name of Course Coordinator	Prof.dr. Ayman Abd elmofeed			
Course Specification Approval Date	22-9-2020			

## 80. Course Overview (Brief summary of scientific content)

### ➤ -Course content

#### -General surgery

- Differential diagnosis of swelling
- Differential diagnosis of Ulcers
- Sinuses and fistulae in general
- Peripheral edema
- Neck swellings
- Thyroid gland diseases
- Enlarged lymph nodes
- Breast and axilla swellings
- Inguinoscrotal swellings
- The jaw and tempromandibular joints
- The salivary glands
- Mouth and throat
- Congenital anomalies
- Skin lesions, lymphadenopathy ,

#### -Vascular diseases.

- Peripheral ischaemia and gangrene
- Varicose veins

#### -Gastroenterology

- Dysphagia- Acute abdomen- Haematemesis and melena-
- Abdominal swellings-
- Gall bladder diseases

- Jaundices-
- The anal and rectal problems

#### **-Genitourinary**

- Urinary tract infection.
- Nephrolithiasis.
- Retention of urine.
- Varicocele
- Epididynitis.

#### **-Wounds and scars**

##### **- Minor surgical skills:**

- Local anesthesia.
- Wound debridement.
- F.B.
- Incision-drainage.
- Haemostasis and blood transfusion.

#### **-Suturing techniques**

#### **-Wound care**

- Cleaning of wounds and cuts.
- Leg ulcers
- Animal bites.

#### **-Pre and post operative management.**

#### **-Infection control precautions for minor surgical procedure**

#### **Emergency Care:-**

- Acute abdominal pain
- Acute Intestinal obstruction
- Acute chest pain
- Hematemesis , melena
- Shock, coma, cardiac arrest

- Poisoning and corrosives swallowing
- Acute testis and urine retention
- Burns
- Abdominal trauma
- Thoracic injuries (Hemothorax and pneumothorax)
- Head injuries
- Nerve injuries (radial, median, ulnar, sciatic)
- Spinal injuries.
- Fracture (skull, spine, bones)
- Others: carpal tunnel, frozen shoulder, knee injuries, overuse injuries...etc.
- Terminal care

## 81. Course Learning Outcomes CLOs

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

#### ☞ Course Aim:

- ☞ Prepare family medicine specialist capable to deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach
- ☞ Diagnosis and management of surgical cases and emergency cases attending the Family health facility/ Primary Health Care services..
- ☞ Adopt the holistic approach.
- ☞ Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
- ☞ Develop the essential knowledge concerning common surgical problems
- ☞ Understand the principles of emergency medicine, emergency medical services and emergency ethical and organizational issues.
- ☞ Recognize a true emergency and intervene promptly

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
<b>2.a</b>	<b>Knowledge and understanding</b>	<b>2.a.1</b>	<b>Understand and devise family medicine program based on local needs.</b>
		<b>2.a.2</b>	<b>Recognize the etiology, clinical manifestations of important and common health problems presented to the primary health care</b>
		<b>2.a.3</b>	<b>Recall the main lines of management according to the latest available evidence</b>
		<b>2.a.4</b>	<b>List the main ethical principles in patient care.</b>
		<b>2.a.5</b>	<b>Demonstrate adequate consulting skills to solicit a good history from the patient and his/her relatives, and show empathy and compassion towards patients with chronic or terminal illness.</b>
		<b>2.a.6</b>	<b>Demonstrate knowledge of the relative prevalence of the common surgical and emergency problems in the local community to assist diagnosis.</b>
		<b>2.a.7</b>	<b>Demonstrate an evidence-based approach towards investigation and management of the common surgical and emergency problems</b>
		<b>2.a.8</b>	<b>To discuss the basic principles of surgical diagnosis, basic surgical anatomy and wound physiology, care and healing processes</b>
		<b>2.a.9</b>	<b>Recognition of surgical emergencies</b>
		<b>2.a.10</b>	<b>To mention preoperative assessment including Antibiotic prophylaxis, patient preparation (bowel, etc.), intraoperative care, basic principles of asepsis and sterile technique, patient monitoring, fluid management, blood requirements, temperature control and use of basic surgical instruments</b>
		<b>2.a.11</b>	<b>To discuss postoperative care including routine, wound care, patient mobilization,</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			nutritional management , pain management, suction and drains and Common complications including, fever work-up and management, wound dehiscence, urinary retention, hemorrhage, pneumonia, atelectasis, fluid overload, transfusion reaction, thrombophlebitis, pulmonary embolism, oliguria, respiratory insufficiency, ileus, infection and shock.
		2.a.12	To describe office care of common conditions, lumps, bumps, and abscesses, simple lacerations, superficial burns and common methods of anesthesia used in the office
		2.a.13	Identify those cases when early or immediate intervention is necessary,
		2.a.14	Demonstrate how to use telephone triage: -to decide to use ambulance where speed of referral to secondary care or paramedic intervention is vital -to make appropriate arrangements to see the patient as soon as possible -to give advice where appropriate
		2.a.15	Demonstrate good skills of communication, history-taking, observation, physical and mental examination to perform preliminary assessment of an emergency situation within minutes and formulate an appropriate differential diagnosis.
		2.a.16	Describe how the acute illness itself and the anxiety caused by it can impair communication between doctor and patient, and make the patient's safety a priority.
		2.a.17	Adopt a person-centred approach, respecting patients' autonomy whilst

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			recognising that acutely ill patients often have a diminished capacity for autonomy.
		2.a.18	Recognise how the presentation may vary because of age, gender, ethnicity, pregnancy, co-morbidity, mental retardation, alcohol and substance abuse.
		2.a.19	Recognise that an acute illness may be an acute exacerbation of a chronic disease.
		2.a.20	Adopt an evidence-based approach to the diagnosis and management of emergencies.
		2.a.21	Suitably prioritise problems.
		2.a.22	Ensure one's own and others' safety in an emergency situation.
		2.a.23	Call for help early when necessary, including calling an ambulance or a more experienced colleague.
		2.a.24	List the equipment needed to deal with an emergency in the clinic or other places. Carry basic equipment (e.g. airway; intravenous cannulae; intravenous drugs) in the GP bag.
		2.a.25	Know where equipment is located and use it efficiently in an emergency.
		2.a.26	Demonstrate calm and clear leadership and teamwork in an emergency. Coordinate care with other professionals in primary care and with other specialists.
		2.a.27	Understand the need for Acquiring periodic ALS training and re-certification.
		2.a.28	Recognize death.
		2.a.29	Make complex ethical decisions demonstrating sensitivity to the wishes of the patient (or relatives, if the patient is incapable) in the planning of care.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.a.30	Demonstrate an awareness of the important technical and pastoral support that needed to be provided to patients and carers at times of crisis or bereavement including certification of illness or death.
		2.a.31	Describe how to make appropriate referrals to hospitals and other professionals in the emergency setting. Use knowledge of patient and family, and the availability of specialist community resources, to decide whether a patient should be referred for acute care or less acute assessment or rehabilitation, thus using resources appropriately.
		2.a.32	Demonstrate an awareness of cultural and other factors that might affect patient management.
		2.a.33	Recognise patients who are likely to need acute care and offer them advice on prevention, effective self-management and when and who to call for help.
		2.a.34	Understand how to deal with situational crises and manipulative patients, avoiding the inappropriate use of healthcare resources.
		2.a.35	Understand the need of involving the police in situations of violence or self-harm.
		2.a.36	Demonstrate an awareness of legal frameworks (Mental Health Act) affecting acute healthcare provision especially regarding compulsory admission and treatment.
		2.a.37	Demonstrate the use of time as a tool and to use literature review and safety-netting as appropriate.
		2.a.38	Describe the challenges of maintaining continuity of care in acute illness and

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			taking steps to minimise this by making suitable handover and follow-up arrangements.
		2.a.39	Deliver concise, relevant and clear information to the responsible professional/s during briefing and handover.
		2.a.40	Show awareness of the impact of the doctor's working environment and resources on the care provided.
		2.a.41	Demonstrate an awareness of their personal values and attitudes to ensure that they do not influence their professional decisions or the equality of patients' access to acute care.
		2.a.42	Demonstrate a balanced view of benefits and harms of medical treatment.
		2.a.43	Identify patients for whom resuscitation or intensive care might be inappropriate and take advice from carers and colleagues. Discuss the ethical implications that surround such a decision, and understand that the attitudes of the patient may conflict with those of relatives and of staff.
		2.a.44	Demonstrate an understanding of the local arrangements for the provision of out-of-hours care.
		2.a.45	Demonstrate an understanding of protocols/guidelines that are available from national and international bodies and how these may be adapted to unusual circumstances.
		2.a.46	Show how to use various reliable sources of information to aid diagnosis and management of emergencies.
		2.a.47	Understand the impact of other illness, for both the patient and her family, on the

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<b>presentation and management of surgical and emergency problems .</b>
		<b>2.a.48</b>	<b>Outline relevant prevention strategies for common surgical and emergency problems ,e.g. with a patient with known heart disease, advice on how to manage ischaemic pain including use of glyceryl trinitrate (GTN), aspirin and appropriate first-line use of paramedic ambulance</b>
		<b>2.a.49</b>	<b>Familiarity with available equipment in own car, bag and clinic, and that carried by ambulance</b>
		<b>2.a.50</b>	<b>Discuss basics of medical ethics.</b>
		<b>2.a.51</b>	<b>Mention basics of patient's safety and safety procedures. Knowledge of ongoing training required for practice staff and others as a team in the appropriate responses to an emergency</b>
<b>2.b</b>	<b>Intellectual Skills</b>	<b>2.b.1</b>	<b>plan for management and referral</b>
		<b>2.b.2</b>	<b>Promotion of community health</b>
		<b>2.b.3</b>	<b>Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..</b>
		<b>2.b.4</b>	<b>Integrate information from different sources to reach a definite diagnosis</b>
		<b>2.b.5</b>	<b>Perform screening appropriately tailored to each member whenever available</b>
		<b>2.b.6</b>	<b>Interpret the significance and relevance of abnormal physical signs.</b>
		<b>2.b.7</b>	<b>Identify the appropriate needed investigation tool relevant to a particular patient and adequately interpret the results</b>
		<b>2.b.8</b>	<b>Take history and perform appropriate clinical examination for patients</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			presented with surgical complaints to the family health center..
		2.b.9	Integrate the patient's history and abnormal physical signs and investigation into a comprehensive differential diagnosis.
		2.b.10	Educate patients and their families about healthy life style modifications that might prevent or help in the treatment of surgical problems. This include diet control, smoking prevention and exercise
		2.b.11	Implement evidence-based screening strategies relevant to surgical problems and discuss their advantages/disadvantages.
		2.b.12	Intervene urgently when patients present with an emergency,
		2.b.13	Intervene urgently if malignancy is suspected
		2.b.14	Checking blood glucose level Dipstick urine analysis
		2.b.15	Taking and interpreting an electrocardiogram
		2.b.16	Interpreting pulse oximetry and other vital parameters
		2.b.17	Phlebotomy and interpreting blood test results in context
		2.b.18	Taking arterial blood and interpreting blood gases result
		2.b.19	Interpreting plain X-rays.
		2.b.20	Analyze the medical problems.
		2.b.21	Write a scientific report.
		2.b.22	Interpret the results of research using common statistical tests.
		2.b.23	Make scientific conclusion from published research studies.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.24	Evaluate own and team's performance in regard to the care of the acutely ill person; including an ability to conduct significant event analyses and take appropriate action.
		2.b.25	Manage personal time and stress effectively
2.c	Professional and Practical Skills	2.c.1	Take appropriate history from the patient .
		2.c.2	Handle and keep health information
		2.c.3	Practice filling the family health record.
		2.c.4	Practice proper writing of the prescription and appreciate rational drug use
		2.c.5	Show appropriate professional attitude with the patient including empathy, trust worthiness, respect for privacy and dignity and rights of the patient
		2.c.6	Admit his level of competency and accept constructive feedback and respond appropriately
		2.c.7	Work effectively in a team accepting principles of collective responsibility.
		2.c.8	Demonstrate holistic approach in case management that ensure comprehensive and continuous provision of care
		2.c.9	Report a structured, patient centered history adequately.
		2.c.10	Manage diseases using evidence-based guidelines/protocols, providing ongoing treatment and support and referring more complex/severe cases for investigation or secondary care.
		2.c.11	perform preoperative assessment including surgical risk evaluation, physical assessment, radiographic assessment, noninvasive diagnostic procedures and Invasive diagnostic

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			procedures (paracentesis, nasogastric lavage c. Peritoneal lavage, thoracentesis, bladder aspiration, central venous access (central venous pressure, Swan-Ganz catheter), venous cutdown, arterial puncture/catheterization and needle aspiration/biopsy technique
		2.c.12	Perform intraoperative skills (preparation and draping of operative field, first assist at major surgery, basic use of surgical instruments, incision and dissection, exposure/retraction, hemostasis. estimation of blood loss, fluid replacement and wound closure
		2.c.13	Perform postoperative care (suture removal, dressing changes and drain removal)
		2.c.14	Perform minor surgical techniques (local anesthesia, simple excision, incision and drainage of cysts and abscesses, aspiration, foreign body removal and minor burns)
		2.c.15	Practise management of the diabetic foot.
		2.c.16	Recognise and practice The 'ABC' principles in initial management and Appreciate the response time required in order to optimise the outcome
		2.c.17	Understand the importance of maintaining personal and others' safety by performing Pre-hospital management of all emergencies: <ul style="list-style-type: none"> <li>• Cardiopulmonary resuscitation of children and adults including use of a defibrillator</li> <li>• Inserting an intravenous cannula and setting up an infusion</li> </ul>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<ul style="list-style-type: none"> <li>• <b>Giving intramuscular and intravenous injections</b></li> <li>• <b>Controlling a haemorrhage and suturing a wound</b></li> <li>• <b>Passing a urinary catheter</b></li> <li>• <b>Using a nebuliser and giving oxygen treatment</b></li> <li>• <b>Bandaging and splinting</b></li> <li>• <b>Treating burns and scalds</b></li> <li>• <b>Neck immobilization</b></li> <li>• <b>Performing cricothyrotomy analgesia:</b></li> <li>• <b>Evaluation of the patient in pain, making patient comfort a priority , prescribing opioid and non-opioid analgesic drugs safely</b></li> <li>• <b>Re-evaluating the efficacy of analgesia in a timely manner</b></li> <li>• <b>Monitoring patients for common side effects of analgesic drugs</b></li> <li>• <b>Safely use anti-emetic drugs to prevent or treat nausea and vomiting</b></li> <li>• <b>Awareness of the risk of addiction to pain-relieving medication</b></li> <li>• <b>Considering the effect of hepatic and renal dysfunction on analgesic pharmacology</b></li> </ul>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			<ul style="list-style-type: none"> <li>• <b>Assessing the effect of prescribed analgesia in a timely manner</b></li> <li>• <b>Consider that analgesia may temporarily mask the severity of illness.</b></li> <li>• <b>Appropriate use of emergency services, including logistics of how to obtain an ambulance/paramedic crew</b></li> </ul>
		2.c.18	formulate a rational plan of investigation and management including assessment of severity and need for immediate expert assistance.
2.d	General and Transferable Skills	2.d.1	Establish life-long self-learning required for continuous professional development
		2.d.2	Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.
		2.d.3	Retrieve, manage, and manipulate information by all means, including electronic means.
		2.d.4	Present information clearly in written, electronic and oral forms.
		2.d.5	Manage time efficiently.
		2.d.6	Respect the role of others, superiors, colleagues.
		2.d.7	Use drugs in a rational cost effective manner
		2.d.8	Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.
		2.d.9	Provide continuity of care and well-timed follow-up.
		2.d.10	Accept referral process and consultation with other physician

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.d.11	Work effectively in multi professional team and accept the responsibility of being available and accessible to patients.
		2.d.12	Communicate ethically with his colleagues, staff and community members
		2.d.13	Present research in scientific meetings
		2.d.14	To be honest in calculating data, analysis and interpretation
		2.d.15	Prepare different topics using PowerPoint and Data Show.
		2.d.16	Providing constructive feedback.
		2.d.17	Communicate clearly, sensitively and effectively with patients and their relatives, and colleagues from a variety of health and social care professions.
		2.d.18	Communicate effectively with individuals regardless of their social, cultural, ethnic backgrounds, or their disabilities.
		2.d.19	Cope with situations where communication is difficult including breaking bad news.
		2.d.20	Show compassion to the patients and their relatives in situations of stress and grief.
		2.d.21	Honor patients and their relatives, superiors, colleagues and any other member of the health profession.
		2.d.22	Honor patients and their relatives, superiors, colleagues and any other member of the health profession.
		2.d.23	Respect the different cultural beliefs and values in the community they serve.
		2.d.24	Recognize the important role played by other health care professions in patients' management

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.d.25	<b>Recognize one's own limitations of knowledge and skills and patients to appropriate health facility at the appropriate stage.</b>
		2.d.26	<b>Facilitate continuity of care and respect the patient's confidentiality</b>
		2.d.27	<b>Recognize the importance of the family physician and surgeon collaborating as partners in the evaluation of and decision making for the care of surgical patients.</b>
		2.d.28	<b>Be aware of the principles involved in differentiating the causative origin of clinical symptoms resulting in the need for medical versus surgical intervention.</b>
		2.d.29	<b>Organise and lead a response when required, which may include participation by staff, members of the public or qualified responders.</b>

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
1	<b>General surgery</b> <ul style="list-style-type: none"> <li>➤ Differential diagnosis of swelling</li> <li>➤ Differential diagnosis of Ulcers</li> <li>➤ Sinuses and fistulae in general</li> <li>➤ Peripheral edema</li> </ul>	10	2	8		
2	<ul style="list-style-type: none"> <li>➤ The neck swellings</li> <li>➤ The thyroid gland diseases</li> <li>➤ Enlarged lymph node</li> </ul>	10	2	8		
3	<ul style="list-style-type: none"> <li>➤ The breast and axilla swellings</li> <li>➤ Inguinoscrotal swellings</li> </ul>	10	2	8		
4	<ul style="list-style-type: none"> <li>➤ The jaw and temporomandibular joints</li> <li>➤ The salivary glands</li> <li>➤ Mouth and throat</li> <li>➤ Congenital anomalies</li> <li>➤ Skin lesions, lymphadenopathy</li> </ul>	10	2	8		
5	<b>Vascular diseases.</b> <ul style="list-style-type: none"> <li>➤ Peripheral ischaemia and gangrene</li> <li>➤ Varicose veins</li> </ul>	10	2	8		
6	<b>Gastroenterology</b> <ul style="list-style-type: none"> <li>• Dysphagia- Acute abdomen-</li> </ul>	10	2	8		

	<b>Haematemesis and melena-</b> <ul style="list-style-type: none"> <li>• <b>Abdominal swellings-</b></li> <li>➤ <b>Gall bladder diseases</b></li> <li>➤ <b>Jaundices-</b></li> <li>➤ <b>The anal and rectal problems</b></li> </ul>					
7	<b>-Genitourinary</b> <ul style="list-style-type: none"> <li>➤ <b>Urinary tract infection.</b></li> <li>➤ <b>Nephrolithiasis.</b></li> <li>➤ <b>Retention of urine.</b></li> <li>➤ <b>Varicocele</b></li> <li>➤ <b>Epididynitis</b></li> </ul>	10	2	8		
8	<b>-Wounds and scars</b> <b>- Minor surgical skills:</b> <ul style="list-style-type: none"> <li>➤ <b>Local anesthesia.</b></li> <li>➤ <b>Wound debridement.</b></li> <li>➤ <b>F.B.</b></li> <li>➤ <b>Incision-drainage.</b></li> <li>➤ <b>Haemostasis and blood transfusion.</b></li> </ul> <b>-Suturing techniques</b>	10	2	8		
9	<b>-Wound care</b> <ul style="list-style-type: none"> <li>➤ <b>Cleaning of wounds and cuts.</b></li> <li>➤ <b>Leg ulcers</b></li> <li>➤ <b>Animal bites.</b></li> </ul> <b>-Pre and post operative management.</b> <b>-Infection control precautions for minor surgical procedure</b>	10	2	8		
10	<b>Emergency Care:-</b> <ul style="list-style-type: none"> <li>➤ <b>Acute abdominal pain</b></li> </ul>	10	2	8		

	<ul style="list-style-type: none"> <li>➤ Acute Intestinal obstruction</li> <li>➤ Acute chest pain</li> </ul>					
11	<ul style="list-style-type: none"> <li>➤ Hematemesis , melena</li> <li>➤ Shock, coma, cardiac arrest</li> <li>➤ Poisoning and corrosives swallowing</li> </ul>	10	2	8		
12	<ul style="list-style-type: none"> <li>➤ Acute testis and urine retention</li> <li>➤ Burns</li> </ul>	10	2	8		
13	<ul style="list-style-type: none"> <li>➤ Abdominal trauma</li> <li>➤ Thoracic injuries (Hemothorax and pneumothorax)</li> </ul>	10	2	8		
14	<ul style="list-style-type: none"> <li>➤ Head injuries</li> <li>➤ Nerve injuries (radial, median, ulnar, sciatic)</li> <li>➤ Spinal injuries)</li> </ul>	10	2	8		
15	<ul style="list-style-type: none"> <li>➤ Fracture (skull, spine, bones)</li> <li>➤ Others: carpal tunnel, frozen shoulder, knee injuries, overuse injuries...etc.</li> <li>➤ Terminal care</li> </ul>	10	2	8		
	<b>Total</b>	<b>150 hours</b>	<b>30 hours</b>	<b>120 hours</b>		

## 82. Teaching and Learning Methods

- 2- Modified lectures.
- 3- Attending the department scientific seminars and thesis discussion
- 4- Group discussion
- 5- Problem solving
- 6- Brain storming
- 7- Field training

### Course Schedule

## 83. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (200)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving question		120 degrees	%50
2	Structured oral examination		40 degrees	20%
3	Practical examination		40 degrees	20%
4	Log book : Attendance Assignment Seminar		Student will not allowed to enter the final exam unless fulfilling requirements of logbook	

\* The methods mentioned are examples, the organization may add and/or delete

## 84. Learning Resources and Supportive Facilities \*

<b>Learning resources (books, scientific references, etc.) *</b>	<b>The main (essential) reference for the course</b> (must be written in full according to the scientific documentation method)	<b>Basic materials:</b>  <b>a-</b> Lecture notes: Department notebook: <i>Handouts</i> of the staff member in the department and Power point presentations  <b>b-</b> Rake! Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier  <b>c-</b> Rake! Essentials of Family Medicine: Robert E. Rake!, MD (Eds.) , Fundamentals and Case Studies (2006)
	<b>Other References</b>	<b>Recommended books:</b> <ul style="list-style-type: none"> <li>• Taylor' s manual of family medicine Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wilkins. 2008</li> <li>• Swanson's Family Practice Review: A Problem-Oriented Approach Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</li> <li>• Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</li> </ul>
	<b>Electronic Sources</b> (Links must be added)	<b>Periodicals, Web sites ... etc.:</b> <ul style="list-style-type: none"> <li>◆ American Association for internal medicine</li> <li>◆ American academy of family medicine</li> <li>◆ American association of family medicine             <ul style="list-style-type: none"> <li>▪ WHO.int.com</li> <li>▪ Pub. Med</li> <li>▪ Google</li> <li>▪ Science direct</li> </ul> </li> </ul>

	<b>Learning Platforms</b> (Links must be added)	National Institute for Clinical Excellence ( <b>NICE</b> ): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> Scottish Intercollegiate Guidelines Network ( <b>SIGN</b> ): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> British National Formulary ( <b>BNF</b> ): <a href="http://www.bnf.org">http://www.bnf.org</a>
	<b>Other</b> (to be mentioned)	<b>Essential books (text books):</b> <ul style="list-style-type: none"> <li>• Bailie and Love</li> <li>• Current Diagnosis &amp; Treatment in surgery</li> <li>• Current Diagnosis &amp; Treatment in Emergency medicine</li> <li>• Current Diagnosis &amp; Treatment in Family Medicine:</li> <li>• Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> <li>• First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> <li>• Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</li> </ul>

<b>Supportive facilities &amp; equipment for teaching and learning *</b>	<b>Devices/Instruments</b>	Teaching tools: including screens, black board, white board, data show, computers, laser printer, scanner & copier.
	<b>Supplies</b>	Adequate infrastructure: including teaching places (teaching class & teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.
	<b>Electronic Programs</b>	Computers, computer programs and compact CD
	<b>Skill Labs/ Simulators</b>	
	<b>Virtual Labs</b>	
	<b>Other (to be mentioned)</b>	Field trips

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

# Course Specification

## (2025)

### 85. Basic Information

Course Title	Ophthalmology and Otolaryngology			
Course Code	Fam 512			
Department/s participating in delivery of the course	Ophthalmology and otolaryngology department in a collaboration with family Medicine Department			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify)	Total
	2 credit hour	2 credit hour		4 credit hour
Course Type	اجباري			
Academic level at which the course is taught	2 <sup>nd</sup> part			
Academic Program	Diplome of Family Medicine			
Faculty/Institute	Faculty of medicine			
University/Academy	Benha University			
Name of Course Coordinator	Dr.waleed saif			
Course Specification Approval Date	13 / 9 / 2020			

## 86. Course Overview (Brief summary of scientific content)

### Ophthalmology

- **Eye Infections**
  - Bacterial
  - Viral
  - Ophthalmia neonatorum
- **Eye Allergy**
  - Allergic conjunctivitis
  - Vernal Conjunctivitis (Spring catarrh)
- **Eye trauma**
  - Foreign body
  - Subconjunctival hemorrhage and ecchymosis ,Chemical burns
- **Red Eye**
  - Conjunctivitis
  - Keratitis
  - Episcleritis
  - Scleritis
  - Anterior uveitis
- **Acute angle closure glaucoma**
- **Selected disorders**
  - Eyelids (Blepharitis, Chalazion, dermatitis)
  - Conjunctiva (Pterygium)
  - Lacrimal system (Epiphora, Dry eye, dacrocystitis)
  - Lens (cataract)
  - Glaucoma
  - Ocular motility (strabismus, amblyopia)
  - Optical defects (refractive disorders, accommodation loss, presbyopia)
  - Causes of visual impairment
  - Early detection symptoms and signs of Ocular retinopathy (diabetes and hypertension)
  - First aid in eye trauma
  - Cranial nerve palsies
  - Nystagmus

- External examination of a normal eye
- Used a Snellen chart Written visual acuity correctly
- Tested pupillary reflexes
- Tested visual fields
- Used a direct ophthalmoscope
- Eye manifestations of systemic disease

## **Ear, Nose and Throat**

- **Ear diseases**
  - Otitis externa
  - Cerum impaction
  - Otitis media (acute, chronic, suppurative, nonsuppurative)
  - Facial palsy
  - Otalgia
  - Vertigo
  - Hearing loss (conductive, sensorineural, resbycusis)
  - Tinnitus
- **Nasal problems**
  - Sinusitis
  - Allergic rhinitis
  - Nasal obstruction
- **Laryngeal diseases**

### **Laryngitis**

- Hoarsness of voice
- Stridor and chocking
- Cancer larynx
- **Pharyngeal diseases**
  - Tonsillitis
  - Adenoids
  - Oropharyngeal ulcers
  - Snoring and sleep apnea

## 87. Course Learning Outcomes CLOs

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

#### 1-Course Aim:

- Prepare family medicine specialist capable to deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach.
- Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community oriented family physicians.
- Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..
- Adopt the holistic approach.
- Conduct Problem solving approach, specific to Family practice/ Primary Health Care.
- Diagnosis and management of common ocular diseases and otolaryngology problems encountered by family physicians in healthcare centers

#### 2-Course ILOs

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
a.2	Knowledge and understanding	2.a.1	Understand and devise family medicine program based on local needs.
		2.a.2	Recognize the etiology, clinical manifestations of important and common health problems presented to the primary health care
		2.a.3	Recall the main lines of management according to the latest available evidence

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.4</b>	<b>List the main ethical principles in patient care.</b>
		<b>2.a.5</b>	<b>Demonstrate knowledge of the relative prevalence of eye problems in the local community to assist diagnosis</b>
		<b>2.a.6</b>	<b>Describe normal anatomy, physiology, development of aging of the eye and ocular function.</b>
		<b>2.a.7</b>	<b>Apply sound evidence-based criteria to assess severity of eye disease, to decide when to refer a patient to secondary care and whether the referral should be as an emergency, urgent or routine appointment.</b>
		<b>2.a.8</b>	<b>Recognize that many diseases cause a red eye, and demonstrate ability to properly diagnose and manage these.</b>
		<b>2.a.9</b>	<b>Demonstrate a consistent, evidence-based approach to drug prescribing for eye disease, including the use of topical lubricants, antibiotics, glucocorticoids, antihistamines and mast cell stabilizers.</b>
		<b>2.a.10</b>	<b>Describe the effect of drugs and toxins on ocular function and disease.</b>
		<b>2.a.11</b>	<b>Discuss of the ocular disability of the elderly patient and the importance of the regular assessment and maintenance of the functional capacity</b>
		<b>2.a.12</b>	<b>Describe ocular complication of systemic illness.</b>
		<b>2.a.13</b>	<b>Diagnose refractive disorders.</b>
		<b>2.a.14</b>	<b>Describe eye lid disorders (entropion, ectropion, ptosis and inflammation).</b>
		<b>2.a.15</b>	<b>Diagnose conjunctival disorders (conjunctivitis)</b>
		<b>2.a.16</b>	<b>Diagnose corneal disorders ( corneal abrasion, corneal ulcer, keratitis)</b>
		<b>2.a.17</b>	<b>Describe dry eye and associated diseases of the lacrimal apparatus.</b>
		<b>2.a.18</b>	<b>Diagnose iritis and manage it.</b>
		<b>2.a.19</b>	<b>Diagnosis of cataract.</b>
		<b>2.a.20</b>	<b>Diagnosis of glaucoma.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.21</b>	<b>Describe retinal disease (central or branch retinal vein occlusion, central retinal artery occlusion, retinal detachment and vitreous hemorrhage.</b>
		<b>2.a.22</b>	<b>Describe optic nerve disorders.</b>
		<b>2.a.23</b>	<b>Describe effect of vitamins deficiency on the eye.</b>
		<b>2.a.24</b>	<b>Recognize that diabetics are at a high risk for retinopathy, glaucoma and blindness, and that this risk can be significantly reduced with proper management. Describe who and when to refer for screening.</b>
		<b>2.a.25</b>	<b>Describe normal anatomy, physiology, development of aging of the ear and nose function.</b>
		<b>2.a.26</b>	<b>Discuss of the disability of the elderly patient and the importance of the regular assessment and maintenance of the functional capacity.</b>
		<b>2.a.27</b>	<b>Identify of the principles of diagnosis and management of common Otolaryngology problems encountered by family physicians in healthcare centers.</b>
		<b>2.a.28</b>	<b>Describe strategies for communicating effectively with patients with hearing impairment and deafness, e.g. remembering to face the patient and speaking clearly so that they can lip-read.</b>
		<b>2.a.29</b>	<b>Identify symptoms that are within the range of normal and require no treatment, e.g. cyclical blocking of nose, senile rhinorrhoea, small neck lymph nodes in well children.</b>
		<b>2.a.30</b>	<b>Demonstrate knowledge of the epidemiology of ENT problems in the local community to assist diagnosis.</b>
		<b>2.a.31</b>	<b>Demonstrate awareness that certain ENT symptoms can indicate psychological distress, e.g. globus – sensation of not</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			swallowing in a patient who can swallow, the 'dizzy' patient who can walk without difficulty.
		2.a.32	Describe how the mouth and the ears may be involved in systemic disease.
		2.a.33	Recognize that diabetics are at a high risk for malignant otitis externa.
		2.a.34	Apply sound evidence-based criteria to assess severity of ENT disease, to decide when to refer a patient to secondary care and whether the referral should be as an emergency, urgent or routine appointment.
		2.a.35	Discourage the introduction of cotton-buds or other objects into the ear canal. Encourage wearing of ear protection to prevent occupational deafness.
		2.a.36	Recognize that many diseases cause facial pain, and demonstrate ability to properly diagnose and manage these.
		2.a.37	Be careful to diagnose glue-ear that is causing hearing impairment in young children so as to refer for early specialized treatment
		2.a.38	Empower patients to adopt self-treatment and coping strategies where possible, e.g. hay fever, nosebleeds, dizziness, tinnitus.
		2.a.39	Demonstrate a consistent, evidence-based approach to drug prescribing for ENT disease, including the use of topical and systemic analgesics, antibiotics, decongestants, glucocorticoids and antihistamines
		2.a.40	Be aware that most cases of upper respiratory tract infection and acute otitis media are of viral aetiology, and immediate prescription of antibiotics may cause more harm than good.
		2.a.41	Describe the alarm symptoms for head and neck cancer, e.g. hoarseness persisting for

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			more than six weeks, ulceration of oral mucosa persisting for more than three weeks.
		2.a.42	<p>Be aware of Common and/or important conditions in ENT:</p> <ul style="list-style-type: none"> <li>• Otitis media (suppurative/serous), otitis externa, perforated tympanic membrane, cholesteatoma</li> <li>• Labyrinthitis, benign paroxysmal positional vertigo, Ménière's disease Bell's palsy, temporomandibular joint pain, trigeminal neuralgia</li> <li>• Pharyngitis, tonsillitis, laryngitis, glandular fever, oral candida, herpes simplex, gingivitis, gastrooesophageal reflux disease</li> <li>• Salivary gland stones, mumps, tumours</li> <li>• Infective and allergic rhinitis; sinusitis (acute and chronic); nasal polyps Nasal septum deviation/perforation</li> <li>• Snoring and sleep apnoea, Otosclerosis</li> <li>• Oral cancer, nasopharyngeal carcinoma, acoustic neuroma</li> </ul>
		2.a.43	Recognise that patients with hearing impairment often have difficulty communicating and accessing healthcare

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			services and implement measures to overcome these obstacles to effective health care.
		2.a.44	Discuss basics of medical ethics. Mention basics of patient's safety and safety procedures
b.2	Intellectual Skills	2.b.1	plan for management and referral
		2.b.2	Promotion of community health
		2.b.3	Diagnosis and management of ocular and ENT cases attending the Family health facility/ Primary Health Care services..
		2.b.4	Integrate information from different sources to reach a definite diagnosis
		2.b.5	Perform screening appropriately tailored to each member whenever available
		2.b.6	Interpret the significance and relevance of abnormal physical signs.
		2.b.7	Take a full medical history
		2.b.8	Integrate the patient's history and abnormal physical signs and investigation into a comprehensive differential diagnosis.
		2.b.9	Analyze the medical problems.
		2.b.10	Solve medical problems related to ocular diseases and Otolaryngology problems by select the proper drug for certain disease in certain patients.
		2.b.11	Evaluate risks in ocular diseases and Otolaryngology problems
		2.b.12	Select the best diagnostic tool according to available information in particular situation.
		2.b.13	Develop the clinical skills of eliciting abnormal physical signs.
		2.b.14	Interpret the significance and relevance of abnormal physical signs.
2.b.15	Solve common medical problem related to ocular diseases and Otolaryngology problems.		
2.b.16	Design a plan for management of each disease.		

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.b.17</b>	<b>Exercise caution to exclude herpetic keratitis and glaucoma before prescribing topical glucocorticoids, and educate the patient on their proper use.</b>
		<b>2.b.18</b>	<b>Be aware that many drugs are contraindicated in patients who suffer from glaucoma.</b>
		<b>2.b.19</b>	<b>Negotiate a realistic and comprehensive management plan in partnership with patients who suffer from eye disease and Otolaryngology problems, particularly of chronic nature. Empower patients to self-manage their conditions as far as practicable</b>
		<b>2.b.20</b>	<b>Be aware of: caloric testing; pure tone threshold audiogram; speech audiometry, impedance tympanometry, auditory brain-stem responses and otoacoustic emissions</b>
		<b>2.b.21</b>	<b>Analyze medical topics in medical journal for researchers in ocular and ENT diseases.</b>
		<b>2.b.22</b>	<b>Analyze the medical problems.</b>
		<b>2.b.23</b>	<b>Write a scientific report.</b>
		<b>2.b.24</b>	<b>Interpret the results of research using common statistical tests.</b>
		<b>2.b.25</b>	<b>Make scientific conclusion from published research studies.</b>
<b>2.c</b>	<b>Professional and Practical Skills</b>	<b>2.c.1</b>	<b>Take appropriate history from the patient .</b>
		<b>2.c.2</b>	<b>Handle and keep health information</b>
		<b>2.c.3</b>	<b>Practice filling the family health record.</b>
		<b>2.c.4</b>	<b>Practice proper writing of the prescription and appreciate rational drug use</b>
		<b>2.c.5</b>	<b>Admit his level of competency and accept constructive feedback and respond appropriately</b>
		<b>2.c.6</b>	<b>Work effectively in a team accepting principles of collective responsibility.</b>
		<b>2.c.7</b>	<b>Demonstrate holistic approach in case management that ensure comprehensive and continuous provision of care</b>
		<b>2.c.8</b>	<b>Report a structured, patient centered history adequately.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.29</b>	<b>Manage diseases using evidence-based guidelines/protocols, providing ongoing treatment and support and referring more complex/severe cases for investigation or secondary care.</b>
		<b>2.c.10</b>	<b>Perform a complete examination of the eyes and their function, including ophthalmoscopy and visual acuity</b>
		<b>2.c.11</b>	<b>Manage primary care contact with any patient who presents with an eye problem, both acute and chronic problems in the patient.</b>
		<b>2.c.12</b>	<b>Remove a subtarsal foreign body or a superficial corneal foreign body using local anaesthetic eye drops. Encourage the use of protective goggles to avoid occupational injury</b>
		<b>2.c.13</b>	<b>Testing visual acuity and test for ocular motility.</b>
		<b>2.c.14</b>	<b>Using direct ophthalmoscope.</b>
		<b>2.c.15</b>	<b>Doing flashlight examination</b>
		<b>2.c.16</b>	<b>Slit lamp examination and tonometry</b>
		<b>2.c.17</b>	<b>Diagnose and manage common ENT Problems</b>
		<b>2.c.18</b>	<b>Perform a complete examination of the ears, nose, sinuses, mouth, throat, head and neck, including basic tests for hearing and balance</b>
		<b>2.c.19</b>	<b>Use of the otoscope, tongue depressor and light source</b>
		<b>2.c.20</b>	<b>Use Tuning fork512 tests: Weber and Rinne’s tests for assessment of hearing.</b>
		<b>2.c.21</b>	<b>Use of the nasal speculum</b>
		<b>2.c.22</b>	<b>Perform ear syringing safely.</b>
		<b>2.c.23</b>	<b>Exercise caution to exclude tympanic membrane perforation before prescribing ototoxic ear drops or perfuming ear syringing.</b>
		<b>2.c.24</b>	<b>Assess the likelihood of occupational exposure as a cause of ENT disease (e.g. industrial deafness).</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.25</b>	<b>Formulating a rational plan of investigation and management including assessment of severity and need for immediate expert assistance.</b>
		<b>2.c.26</b>	<b>Proper use of diagnostic tests and medications.</b>
		<b>2.c.27</b>	<b>Management and coordination of psychosocial and family issues, including long-term care of depilating ocular and ENT conditions, necessary environmental adaptation and use of community resources.</b>
		<b>2.c.28</b>	<b>formulate a rational plan of investigation and management including assessment of</b>
<b>2.d</b>	<b>General and Transferable Skills</b>	<b>2.d.1</b>	<b>Establish life-long self-learning required for continuous professional development.</b>
		<b>2.d.2</b>	<b>Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.</b>
		<b>2.d.3</b>	<b>Retrieve, manage, and manipulate information by all means, including electronic means.</b>
		<b>2.d.4</b>	<b>Present information clearly in written, electronic and oral forms.</b>
		<b>2.d.5</b>	<b>Manage time efficiently.</b>
		<b>2.d.7</b>	<b>Respect the role of others, superiors, colleagues.</b>
		<b>2.d.8</b>	<b>Use drugs in a rational cost effective manner</b>
		<b>2.d.9</b>	<b>Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.</b>
		<b>2.d.10</b>	<b>Provide continuity of care and well-timed follow-up.</b>
		<b>2.d.11</b>	<b>Accept referral process and consultation with other physician</b>
		<b>2.d.12</b>	<b>Work effectively in multi professional team and accept the responsibility of being available and accessible to patients.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.13</b>	<b>Communicate ethically with his colleagues, staff and community members</b>
		<b>2.d.14</b>	<b>Present research in scientific meetings</b>
		<b>2.d.15</b>	<b>To be honest in calculating data, analysis and interpretation</b>
		<b>2.d.16</b>	<b>Prepare different topics using PowerPoint and Data Show.</b>
		<b>2.d.17</b>	<b>Providing constructive feedback.</b>
		<b>2.d.18</b>	<b>Communicate clearly, sensitively and effectively with patients and their relatives, and colleagues from a variety of health and social care professions.</b>
		<b>2.d.19</b>	<b>Communicate effectively with individuals regardless of their social, cultural, ethnic backgrounds, or their disabilities.</b>
		<b>2.d.20</b>	<b>Cope with situations where communication is difficult including breaking bad news.</b>
		<b>2.d.21</b>	<b>Show compassion to the patients and their relatives in situations of stress and grief.</b>
		<b>2.d.22</b>	<b>Honor patients and their relatives, superiors, colleagues and any other member of the health profession.</b>
		<b>2.d.23</b>	<b>Adopt an empathic and holistic approach to the patients and their problems.</b>
		<b>2.d.24</b>	<b>Respect the different cultural beliefs and values in the community they serve.</b>
		<b>2.d.25</b>	<b>Coordinate care with other health care professionals, such as ophthalmologist, optometrist, optician, nurse, occupational therapist and pharmacist to enable optimal management of eye problems and such as ENT specialist, dentist, audiologist, nurse, physiotherapist and pharmacist to enable optimal management of ENT problems.</b>
		<b>2.d.26</b>	<b>Facilitate patients' access to sources of social support for the visually impaired and the deaf</b>
		<b>2.d.27</b>	<b>Recognize one's own limitations of knowledge and skills and patients to appropriate health facility at the appropriate stage.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.d.28</b>	<b>Facilitate continuity of care and respect the patient's confidentiality</b>
		<b>2.d.29</b>	<b>Recognize the importance of the family physician and surgeon collaborating as partners in the evaluation of and decision making for the care of surgical patients</b>
		<b>2.d.30</b>	<b>Be aware of the principles involved in differentiating the causative origin of clinical symptoms resulting in the need for medical versus surgical intervention.</b>
		<b>2.d.31</b>	<b>worthiness, respect for privacy and dignity and rights of the patient</b>  <b>Organise and lead a response when required, which may include participation by staff, members of the public or qualified responders.</b>

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/ .....)	Training (Practical/Clinical/ .....)	Self-learning (Tasks/ Assignments / Projects/ ...)	Other (to be determined)
<b>Ophthalmology</b>						
1	<ul style="list-style-type: none"> <li>• <b>Eye Infections</b> <ul style="list-style-type: none"> <li>➤ <b>Bacterial</b></li> <li>➤ <b>Viral</b></li> <li>➤ <b>Ophthalmia neonatorum</b></li> </ul> </li> <li>• <b>Eye Allergy</b> <ul style="list-style-type: none"> <li>➤ <b>Allergic conjunctivitis</b></li> <li>➤ <b>Vernal Conjunctivitis (Spring catarrh)</b></li> </ul> </li> </ul>	10	2	8		
2	<ul style="list-style-type: none"> <li>• <b>Eye trauma</b> <ul style="list-style-type: none"> <li>➤ <b>Foreign body</b></li> <li>➤ <b>Subconjunctival hemorrhage and ecchymosis</b></li> <li>➤ <b>Chemical burns</b></li> </ul> </li> </ul>	10	2	8		
3	<ul style="list-style-type: none"> <li>• <b>Red Eye</b> <ul style="list-style-type: none"> <li>➤ <b>Conjunctivitis</b></li> <li>➤ <b>Keratitis</b></li> <li>➤ <b>Episcleritis</b></li> <li>➤ <b>Scleritis</b></li> <li>➤ <b>Anterior uveitis</b></li> <li>➤ <b>Acute angle closure glaucoma</b></li> </ul> </li> </ul>	10	2	8		

4	<ul style="list-style-type: none"> <li>• <b>Selected disorders</b> <ul style="list-style-type: none"> <li>➤ <b>Eyelids (Blepharitis, Chalazion, dermatitis)</b></li> <li>➤ <b>Conjunctiva (Pterygium)</b></li> <li>➤ <b>Lacrimal system (Epiphora, Dry eye, dacrocystitis)</b></li> <li>➤ <b>Lens (cataract)</b></li> </ul> </li> </ul>	10	2	8		
5	<ul style="list-style-type: none"> <li>➤ <b>Glaucoma</b></li> <li>➤ <b>Ocular motility (strabismus, amblyopia)</b></li> <li>➤ <b>Optical defects (refractive disorders, accommodation loss, presbyopia)</b></li> <li>➤ <b>Causes of visual impairment</b></li> </ul>	15	3	12		
6	<ul style="list-style-type: none"> <li>➤ <b>Early detection symptoms and signs of Ocular retinopathy (diabetes and hypertension)</b></li> <li>➤ <b>First aid in eye trauma</b></li> <li>➤ <b>Cranial nerve palsies</b></li> <li>➤ <b>Nystagmus</b></li> </ul>	10	2	8		
7	<ul style="list-style-type: none"> <li>➤ <b>External examination of a normal eye</b></li> <li>➤ <b>Used a Snellen chart Written visual acuity correctly</b></li> </ul>	15	3	12		

	<ul style="list-style-type: none"> <li>➤ Tested pupillary reflexes</li> <li>➤ Tested visual fields</li> <li>➤ Used a direct ophthalmoscope</li> <li>➤ Eye manifestations of systemic disease</li> </ul>					
<b>Ear, Nose and Throat</b> <b>Ear diseases</b>						
8	<ul style="list-style-type: none"> <li>➤ Otitis externa</li> <li>➤ Cerum impaction</li> <li>➤ Otitis media (acute, chronic, suppurative, nonsuppurative)</li> </ul>	10	2	8		
9	<ul style="list-style-type: none"> <li>➤ Facial palsy</li> <li>➤ Otagia</li> <li>➤ Vertigo</li> </ul>	10	2	8		
10	<b>Nasal problems</b> <ul style="list-style-type: none"> <li>➤ Sinusitis</li> <li>➤ Allergic rhinitis</li> <li>➤ Nasal obstruction</li> </ul>	10	2	8		
11	<b>Laryngeal diseases</b> <ul style="list-style-type: none"> <li>➤ Laryngitis</li> <li>➤ Hoarsness of voice</li> <li>➤ Stridor and chocking</li> </ul>	10	2	8		
12	<b>Pharyngeal diseases</b> <ul style="list-style-type: none"> <li>➤ Tonsillitis</li> <li>➤ Adenoids</li> </ul>	10	2	8		
13	<ul style="list-style-type: none"> <li>➤ Oropharyngeal ulcers</li> <li>➤ Snoring and sleep apnea</li> </ul>	10	2	8		

14	Total	150 hours	30 hours	120 hours		
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## 88. Teaching and Learning Methods

- 4.1 Modified lectures
- 4.2 Attending the department scientific seminars and thesis discussion
- 4.3 Group discussion
- 4.4 Problem solving
- 4.5 Brain storming
- 4.6 Field training

### Course Schedule

## 89. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (200)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving question		120 degrees	%50
2	Structured oral examination		40 degrees	20%
3	Practical examination		40 degrees	20%
4	Log book : Attendance Assignment Seminar		Student will not allowed to enter the final exam unless fulfilling requirements of logbook	

\* The methods mentioned are examples, the organization may add and/or delete

## 90. Learning Resources and Supportive Facilities \*

<b>Learning resources (books, scientific references, etc.) *</b>	<b>The main (essential) reference for the course</b> (must be written in full according to the scientific documentation method)	<b>- Basic materials:</b>  <b>a- Lecture notes:</b> Department notebook: <b>Handouts</b> of the staff member in the department and Power point presentations  <b>b- Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier  <b>c- Rakel Essentials of Family Medicine:</b> Robert E. Rakel, MD (Eds.) , Fundamentals and Case Studies (2006)
	<b>Other References</b>	<b>↻ Essential books (text books):</b> <ul style="list-style-type: none"> <li>• <b>Ophthalmic Diagnosis and Treatment 3<sup>rd</sup> edition.</b></li> <li>• <b>Current Diagnosis &amp; Treatment in Otolaryngology</b></li> <li>• <b>Current Diagnosis &amp; Treatment in Family Medicine:</b> Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> <li>• <b>First Aid for the Family Medicine Boards: (first aid Specialty Boards).</b> Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> <li>• <b>Oxford Textbook of Primary Medical Care:</b> Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University press</li> </ul>
	<b>Electronic Sources</b> (Links must be added)	<b>Periodicals, Web sites ... etc</b> <b>National Institute for Clinical Excellence (NICE):</b> <a href="http://www.nice.org.uk">http://www.nice.org.uk</a>

		<p>Scottish Intercollegiate Guidelines Network (SIGN):  <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a></p> <p>British National Formulary (BNF):  <a href="http://www.bnf.org">http://www.bnf.org</a></p>
	<p><b>Learning Platforms</b>  (Links must be added)</p>	<ul style="list-style-type: none"> <li>◆ American Association for internal medicine</li> <li>◆ American academy of family medicine</li> <li>◆ American association of family medicine <ul style="list-style-type: none"> <li>▪ WHO.int.com</li> <li>▪ Pub. Med</li> <li>▪ Google</li> <li>▪ Science direct</li> </ul> </li> </ul>
	<p><b>Other</b>  (to be mentioned)</p>	<p><b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine</b>  Paul M. Paulman, Audrey A. Paulman&amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp;Wikins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b>  Alfred F. Tallia, Joseph E. Scherger&amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<p><b>Supportive facilities &amp; equipment for teaching and learning *</b></p>	<p><b>Devices/Instruments</b></p>	<p><b>Teaching tools: including screens, black board white board, data show, computers, laser printer, scanner &amp; copier.</b></p>
	<p><b>Supplies</b></p>	<p><b>Adequate infrastructure: including teaching places (teaching class &amp;teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b></p>
	<p><b>Electronic Programs</b></p>	<p><b>Computer programs and compact CD</b></p>
	<p><b>Skill Labs/ Simulators</b></p>	

	<b>Virtual Labs</b>	
	<b>Other</b> (to be mentioned)	

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

# Course Specification (2025)

## 91. Basic Information

<b>Course Title</b>	<b>Family Medicine</b>			
<b>Course Code</b>	<b>Fam 513</b>			
<b>Department/s participating in delivery of the course</b>	<b>Family Medicine Department</b>			
<b>Number of credit hours/points of the course (according to the bylaw)</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Other (specify)</b>	<b>Total</b>
	<b>4.5 credit hour</b>	<b>6.5 credit hour</b>		<b>11 credit hour</b>
<b>Course Type</b>	<b>اجباري</b>			
<b>Academic level at which the course is taught</b>	<b>2<sup>nd</sup> part</b>			
<b>Academic Program</b>	<b>Diplome of Family Medicine</b>			
<b>Faculty/Institute</b>	<b>Faculty of medicine</b>			
<b>University/Academy</b>	<b>Benha University</b>			
<b>Name of Course Coordinator</b>	<b>Prof dr. Mona Elmahdy</b>			
<b>Course Specification Approval Date</b>	<b>13 / 9 / 2020</b>			
<b>Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)</b>	<b>15-9-2020</b>			

## **92. Course Overview (Brief summary of scientific content)**

- Domestic violence
- Care of elderly
- Care of dying patient
- The periodic health examination
- Evidence based medicine
- Clinical problem solving
- Complementary and alternative medicine
- The interviewing technique
- Infectious diseases
- Care of HIV/AIDS patients
- Pulmonary medicine
- Allergy and Parasitic infestation in different life cycle stages
- Childhood and adolescent according to clinical guideline
- Behavioral disorders in childhood and adolescent
- Sport medicine
- Chronic diseases in clinical guideline
- Nutrition and family medicine
- Clinical genetics
- Crises intervention , trauma and disasters
- Substance abuse disorders

## **93. Course Learning Outcomes CLOs**

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

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## 1-Course Aim:

- **Integration of the clinical specialty skills with comprehensive patient management to ensure that graduates will be clinically skilled, community oriented family physicians.**
- **Acknowledging the importance of and practising personalized, comprehensive care with continuity, using a holistic approach;**
- **Effective communication with patients, family, colleagues and other health care worker, and community;**
- **Conduct Problem solving approach, specific to Family practice/ Primary Health Care.**
- **Deal effectively and share in solving community health problems through planning, implementation and evaluation of health programs, adopting as well a continuous self learning approach**
- **Promotion of health and prevention of disease, and support of the national health programmes**
- **Effective management of common diseases prevalent in the locality of the family practice, either presenting with common or wide range of common/bizarre symptoms;**
- **Dealing with emergencies, giving proper first aid based on best evidence, coordinating consultation with appropriate referral and transportation;**
- **Applying knowledge of behavioural and social sciences in the patient management plan, respecting the autonomy, dignity and rights of the patient/family;**
- **Ability to care for disadvantaged groups in the community such as the elderly, mentally and physically handicapped persons**
- **Domiciliary care and palliative care**
- **Practising cost-effective management with knowledge in health economics;**
- **Practice management with managerial skills including medical record keeping, auditing, coordination within the health service system and recognizing the importance of quality assurance;**
- **Critical appraisal of medical information presented in the literature and by pharmaceutical firms;**

- Applying research method to undertake needs-based research in the community;
- Medical ethics and law with ability to handle medico-legal issues and maintain professional ethical standards,
- Self directed lifelong learning and continuous professional development..

## 2-Course ILOs

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
a.2	Knowledge and understanding	2.a.1	Understand and devise family medicine program based on local needs.
		2.a.2	Recognize the etiology, clinical manifestations of important and common health problems presented to the primary health care
		2.a.3	Recall the main lines of management according to the latest available evidence
		2.a.4	Comprehend psychosocial and cultural determinants of health and disease
		2.a.5	Understand the concept and principles of family medicine holistic approach
		2.a.6	Recognize the process of continuity of care for selected patients addressed in national Basic Benefit Package provided by MOHP
		2.a.7	Identify elements of primary health care and family medicine that should be administered to the family through continuity of care system
		2.a.8	Identify the roles and duties of family physician and health team
		2.a.9	Understand the principles and practice of patient-centered communication
		2.a.10	Identify the referral system process, feedback and follow up
		2.a.11	Understand health team consultation and principles of referral process

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.12</b>	<b>Understand the process of growth and development pattern in childhood and its deviation</b>
		<b>2.a.13</b>	<b>List steps and procedures of premarital care</b>
		<b>2.a.14</b>	<b>List main nutritional problems and the national programs for supplementation</b>
		<b>2.a.15</b>	<b>Acknowledge the role of domestic violence and its impact on the whole family</b>
		<b>2.a.16</b>	<b>Describe different physiological and psychological changes in adolescence and elderly</b>
		<b>2.a.17</b>	<b>Define the health needs of different vulnerable groups in the family</b>
		<b>2.a.18</b>	<b>Describe nutritional and psychological needs in pregnancy and lactation</b>
		<b>2.a.19</b>	<b>Review post-natal assessment tools (Delivery, BF, Support, Sexuality, Physical exercise, Nutrition and FP choices)</b>
		<b>2.a.20</b>	<b>Identify reproductive tract infection and STD and their management plans</b>
		<b>2.a.21</b>	<b>Identify the steps of preventing and managing occupational exposure.</b>
		<b>2.a.22</b>	<b>Correctly interpret information gathered from history and examination relevant to different life cycles and events</b>
		<b>2.a.23</b>	<b>Diagnose and manage common health problems</b>
		<b>2.a.24</b>	<b>Use drugs and investigation tools on a cost-effective base</b>
		<b>2.a.25</b>	<b>Use risk approach regarding occupational exposure</b>
		<b>2.a.26</b>	<b>Demonstrate adequate consulting skills to solicit a good history from the patient and his/her relatives, and show empathy and compassion towards patients with chronic or terminal illness.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.27</b>	<b>Demonstrate knowledge of the relative prevalence of the common problems in the local community to assist diagnosis.</b>
		<b>2.a.28</b>	<b>Demonstrate an evidence-based approach towards investigation and management of the common problems</b>
		<b>2.a.29</b>	<b>.Demonstrate an awareness of the important technical and pastoral support that needed to be provided to patients and carers at times of crisis or bereavement including certification of illness or death.</b>
		<b>2.a.30</b>	<b>Describe how to make appropriate referrals to hospitals and other professionals in the emergency setting.</b>
		<b>2.a.31</b>	<b>Demonstrate an awareness of cultural and other factors that might affect patient management.</b>
		<b>2.a.32</b>	<b>Recognize patients who are likely to need acute care and offer them advice on prevention, effective self-management and when and who to call for help.</b>
		<b>2.a.33</b>	<b>Understand how to deal with situational crises and manipulative patients, avoiding the inappropriate use of healthcare resources.</b>
		<b>2.a.34</b>	<b>Demonstrate an awareness of legal frameworks (Mental Health Act) affecting acute healthcare provision especially regarding compulsory admission and treatment.</b>
		<b>2.a.35</b>	<b>Demonstrate a balanced view of benefits and harms of medical treatment.</b>
		<b>2.a.36</b>	<b>Demonstrate an understanding of protocols/guidelines that are available from national and international bodies and how these may be adapted to unusual circumstances</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.a.37</b>	<b>Discuss the diagnosis, prognosis, treatment options and possible adverse effects with the patient (and his/her family if appropriate) so as to negotiate a suitable tailored management plan and agreed goals of treatment</b>
		<b>2.a.38</b>	<b>Discuss basics of medical ethics.</b>
<b>b.2</b>	<b>Intellectual Skills</b>	<b>2.b.1</b>	<b>plan for management and referral</b>
		<b>2.b.2</b>	<b>Promotion of community health</b>
		<b>2.b.3</b>	<b>Diagnosis and management of cases attending the Family health facility/ Primary Health Care services..</b>
		<b>2.b.4</b>	<b>Integrate information from different sources to reach a definite diagnosis</b>
		<b>2.b.5</b>	<b>Perform screening appropriately tailored to each member whenever available</b>
		<b>2.b.6</b>	<b>Utilise disease registers and data-recording templates effectively for opportunistic and planned monitoring of common health problems to ensure continuity of care between different healthcare providers and manifest the ability to use such records for recall and audit purposes.</b>
		<b>2.b.7</b>	<b>Conduct home visiting</b>
		<b>2.b.8</b>	<b>Describe the natural history of the disease and give appropriate health advice, and certification for absence from school or work.</b>

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		2.b.9	Use the therapeutic relationship to support the patient to adapt to the realities of his/her illness and its treatment, feel empowered to take care of him/herself, make the best use of health care, and adopt a healthy lifestyle,.
		2.b.10	Appraise research articles critically.
		2.b.11	Interpret statistical results efficiently and apply the results in performance improvement.
		2.b.12	Manage resources effectively
		2.b.13	Conduct community needs assessments.
		2.b.14	Appreciate cost-effective medical care through rationalization of drug use
		2.b.15	Use communication skills in conduction of health education sessions and seminars
		2.b.16	Adopt risk approach in diagnosis of health problems
		2.b.17	Handle and keep an appropriate easily retrieved health information system
		2.b.18	Use computer efficiently
		2.b.19	Evaluate health services and programs to modify them.
		2.b.20	Analyze the medical problems.
		2.b.21	Write a scientific report
2.c	Professional and Practical Skills	2.c.1	Take appropriate history from the patient .
		2.c.2	Perform correct general and special examination (e.g. pregnant)
		2.c.3	Handle and keep health information
		2.c.4	Practice filling the family health record.
		2.c.5	Practice proper writing of the prescription and appreciate rational drug use
		2.c.6	Show appropriate professional attitude with the patient including empathy, trust

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			worthiness, respect for privacy and dignity and rights of the patient
		2.c.7	Admit his level of competency and accept constructive feedback and respond appropriately
		2.c.8	Work effectively in a team accepting principles of collective responsibility.
		2.c.9	Demonstrate holistic approach in case management that ensure comprehensive and continuous provision of care
		2.c.10	Report a structured, patient centered history adequately.
		2.c.11	Manage diseases using evidence-based guidelines/protocols, providing ongoing treatment and support and referring more complex/severe cases for investigation or secondary care.
		2.c.12	Apply proper consultation through; medical records, history taking, clinical examination and selection of the proper investigations according to the human life cycle to develop an appropriate patient centered management plan.
		2.c.13	Provide appropriate counseling in health and disease.
		2.c.14	Manage common medical conditions encountered in primary care.
		2.c.15	Manage acute emergency cases initially, perform fundamental life support measures when indicated and perform proper referral.
		2.c.16	Perform routine procedures needed in family practice.
		2.c.17	Use drugs appropriately in a cost effective manner.
		2.c.18	Demonstrate the ability to communicate in multiple modalities with patients, their families, other health care providers and administrators.
		2.c.19	Use the different models for behavioral modification and change for life style modification.

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>2.c.20</b>	<b>Initiate, utilize and audit medical records to insure appropriateness of continuity of care.</b>
		<b>2.c.21</b>	<b>Implement evidence based medicine and guidelines in the everyday practice.</b>
		<b>2.c.22</b>	<b>Apply a coordinated referral system.</b>
<b>2.d</b>	<b>General and Transferable Skills</b>	<b>2.d.1</b>	<b>Establish life-long self-learning required for continuous professional development.</b>
		<b>2.d.2</b>	<b>Use the sources of biomedical information and communication technology to remain current with advances in knowledge and practice.</b>
		<b>2.d.3</b>	<b>Retrieve, manage, and manipulate information by all means, including electronic means.</b>
		<b>2.d.4</b>	<b>Present information clearly in written, electronic and oral forms.</b>
		<b>2.d.5</b>	<b>Manage time efficiently.</b>
		<b>2.d.6</b>	<b>Respect the role of others, superiors, colleagues.</b>
		<b>2.d.7</b>	<b>Use drugs in a rational cost effective manner</b>
		<b>2.d.8</b>	<b>Demonstrate awareness of personal limitations, refer for advice when necessary, and embrace lifelong learning.</b>
		<b>2.d.9</b>	<b>Provide continuity of care and well-timed follow-up.</b>
		<b>2.d.10</b>	<b>Accept referral process and consultation with other physician</b>
		<b>2.d.11</b>	<b>Work effectively in multi professional team and accept the responsibility of being available and accessible to patients.</b>
		<b>2.d.12</b>	<b>Communicate ethically with his colleagues, staff and community members</b>
		<b>2.d.13</b>	<b>Present research in scientific meetings</b>
		<b>2.d.14</b>	<b>To be honest in calculating data, analysis and interpretation</b>
		<b>2.d.15</b>	<b>Prepare different topics using PowerPoint and Data Show.</b>
<b>2.d.16</b>	<b>Providing constructive feedback.</b>		
<b>2.d.17</b>	<b>Communicate clearly, sensitively and effectively with patients and their relatives,</b>		

<b>Program Outcomes (NARS/ARS)</b> (according to the matrix in the program specs)		<b>Course Learning Outcomes</b> Upon completion of the course, the student will be able to:	
<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
			and colleagues from a variety of health and social care professions.
		2.d.18	Cope with situations where communication is difficult including breaking bad news.
		2.d.19	Show compassion to the patients and their relatives in situations of stress and grief.
		2.d.20	Honor patients and their relatives, superiors, colleagues and any other member of the health profession.
		2.d.21	Adopt an empathic and holistic approach to the patients and their problems.
		2.d.22	Respect the different cultural beliefs and values in the community they serve.
		2.d.23	Recognize the important role played by other health care professions in patients' management
		2.d.24	Recognize one's own limitations of knowledge and skills and patients to appropriate health facility at the appropriate stage.
		2.d.25	Facilitate continuity of care and respect the patient's confidentiality
		2.d.26	Organise and lead a response when required, which may include participation by staff, members of the public or qualified responders.

<b>Number of the Week</b>	<b>Scientific content of the course (Course Topics)</b>	<b>Total Weekly Hours</b>	<b>Expected number of the Learning Hours</b>			
			<b>Theoretical teaching (lectures/discussion groups/ .....)</b>	<b>Training (Practical/Clinical/ .....)</b>	<b>Self-learning (Tasks/ Assignments / Projects/ ...)</b>	<b>Other (to be determined)</b>
1	Domestic violence	22	2	20		
2	Care of elderly	24	4	20		
3	Care of dying patient	14	2	12		
4	The periodic health examination	18	2	16		

5	<b>Evidence based medicine</b>	<b>20</b>	<b>4</b>	<b>16</b>		
6	<b>Clinical problem solving</b>	<b>54</b>	<b>6</b>	<b>48</b>		
7	<b>Complementary and alternative medicine</b>	<b>6</b>	<b>2</b>	<b>4</b>		
8	<b>The interviewing technique</b>	<b>14</b>	<b>2</b>	<b>12</b>		
9	<b>Infectious diseases</b>	<b>38</b>	<b>6</b>	<b>32</b>		
10	<b>Care of HIV/AIDS patients</b>	<b>14</b>	<b>2</b>	<b>12</b>		
11	<b>Pulmonary medicine</b>	<b>24</b>	<b>4</b>	<b>20</b>		
12	<b>Allergy and Parasitic infestation in different life cycle stages.</b>	<b>20</b>	<b>4</b>	<b>16</b>		
13	<b>Childhood and adolescent according to clinical guideline</b>	<b>24</b>	<b>4</b>	<b>20</b>		
14	<b>Behavioral disorders in childhood and adolescent</b>	<b>20</b>	<b>4</b>	<b>16</b>		
15	<b>Sport medicine</b>	<b>14</b>	<b>2</b>	<b>12</b>		
16	<b>Chronic diseases in clinical guideline</b>	<b>36</b>	<b>4</b>	<b>32</b>		
17	<b>Nutrition and family medicine</b>	<b>42</b>	<b>6</b>	<b>36</b>		
18	<b>Clinical genetics</b>	<b>18</b>	<b>2</b>	<b>16</b>		
19	<b>Substance abuse disorders</b>	<b>14</b>	<b>2</b>	<b>12</b>		
20	<b>Crises intervention , trauma and disasters</b>	<b>21.5</b>	<b>3.5</b>	<b>18</b>		
21	<b>Total</b>	<b>457.5</b>	<b>67.5</b>	<b>390</b>		

## 94. Teaching and Learning Methods

- 4.1 Modified lectures
- 4.2 Attending the department scientific seminars and thesis discussion
- 4.3 Group discussion
- 4.4 Problem solving
- 4.5 Brain storming
- 4.6 Field training

### Course Schedule

## 95. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores (550)	Percentage of total course Marks
1	Written examination: Structured essay questions MCQs Problem solving questions		350 degrees	63.6 %
2	Structured oral examination		100 degrees	18.2%
3	Practical examination		100 degrees	18.2%
4	Log book : Attendance Assignment Seminar		Student will not allowed to enter the final exam unless fulfilling requirements of logbook	

\* The methods mentioned are examples, the organization may add and/or delete

## 96. Learning Resources and Supportive Facilities \*

<b>Learning resources (books, scientific references, etc.) *</b>	<b>The main (essential) reference for the course</b> (must be written in full according to the scientific documentation method)	<b>- Basic materials:</b>  <b>a- Lecture notes:</b> Department notebook: <b>Handouts</b> of the staff member in the department and Power point presentations <b>b- Rakel:</b> Textbook of Family Medicine, 9th ed. Copyright © 2007 Saunders, An Imprint of Elsevier <b>c- Rakel Essentials of Family Medicine:</b> Robert E. Rakel, MD (Eds.) , Fundamentals and Case Studies (2006)
	<b>Other References</b>	<b>- Essential books (text books):</b>  <ul style="list-style-type: none"> <li>● Current Diagnosis &amp; Treatment in Family Medicine: Jeannette E. South-Paul, Samuel C. Matheny,</li> <li>● Evelyn L. Lewis, second edition, McGraw-Hill. 2008</li> <li>● First Aid for the Family Medicine Boards: (first aid Specialty Boards). Tao Le, Christine Dehlendorf, Michael Mendoza, Cynthia. McGraw-Hill. 2008</li> <li>● Oxford Textbook of Primary Medical Care: Jones, Roger; Britten, Nicky; Culpepper, Larry; Gass, David A.; Grol, Richard; Mant, David; Silagy, Chris, 1st Edition, 2004 Oxford University Press</li> </ul>
	<b>Electronic Sources</b> (Links must be added)	<b>Periodicals, Web sites ... etc</b> National Institute for Clinical Excellence (NICE): <a href="http://www.nice.org.uk">http://www.nice.org.uk</a> Scottish Intercollegiate Guidelines Network (SIGN): <a href="https://www.sign.ac.uk/">https://www.sign.ac.uk/</a> British National Formulary (BNF): <a href="http://www.bnf.org">http://www.bnf.org</a>
	<b>Learning Platforms</b> (Links must be added)	<ul style="list-style-type: none"> <li>◆ American Association for internal medicine</li> <li>◆ American academy of family medicine</li> </ul>

		<p>◆ <b>American association of family medicine</b></p> <ul style="list-style-type: none"> <li>▪ WHO.int.com</li> <li>▪ Pub. Med</li> <li>▪ Google</li> <li>▪ Science direct</li> </ul>
	<p><b>Other</b> (to be mentioned)</p>	<p><b>Recommended books:</b></p> <ul style="list-style-type: none"> <li>• <b>Taylor' s manual of family medicine</b> Paul M. Paulman, Audrey A. Paulman &amp; Jeffery D. Harrison. Third edition, Lippincott Williams &amp; Wikins. 2008</li> <li>• <b>Swanson's Family Practice Review: A Problem-Oriented Approach</b> Alfred F. Tallia, Joseph E. Scherger &amp; Nancy W. Dickey, Sixth edition, Mosby. 2009</li> <li>• <b>Family Practice Guidelines: Jill C Cash, Cheryl A Glass- -Springer (2017)</b></li> </ul>
<p><b>Supportive facilities &amp; equipment for teaching and learning *</b></p>	<p><b>Devices/Instruments</b></p>	<p><b>Teaching tools: including screens, black board white board, data show, computers, laser printer, scanner &amp; copier.</b></p>
	<p><b>Supplies</b></p>	<p><b>Adequate infrastructure: including teaching places (teaching class &amp; teaching hall) provided with comfortable desks, fans, air condition, adequate sources of lighting both natural and artificial and security tools.</b></p>
	<p><b>Electronic Programs</b></p>	<p><b>Computer programs and compact CD</b></p>
	<p><b>Skill Labs/ Simulators</b></p>	
	<p><b>Virtual Labs</b></p>	
	<p><b>Other (to be mentioned)</b></p>	

\* The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

**Name and Signature**  
**Course Coordinator**

**Name and Signature**  
**Program Coordinator**

