Cairo University

Faculty of Medicine

Department of Internal Medicine

Course Specifications

Course title: Internal medicine for the 6th year students

(Code) MED- 613

- Department in charge: Internal Medicine department.
- Internal Medicine department responsible for the main course.
- Departments of Internal Medicine sub-specialties skills development participatate for undergraduate skills. [Cardiology, Chest, Tropical Medicine, Rheumatology, Psychiatry, Neurology, Dermatology and Andrology departments].
- Sixth academic year of M.B.& B.Ch. program
- Date of specification approval 2016

A) Basic Information:

- Allocated marks: 840 marks
- Course duration 20 weeks x 2 groups
- Teaching hours for each group: 476 hrs.
- Theoretical: 196 hrs.
- Clinical: 280 hrs.
1.

B) Professional Information:

1. Program Aims

The aim of the program is to provide the graduate with educational experience necessary for further training and practice in medicine through:

1. A core body of scientific knowledge, skills and attitudes essential for the practice of medicine.
2. Diagnostic, problem solving and decision-making skills necessary for proper evaluation and management of common diseases and emergencies.
3. Awareness and participation the social and community aspects of health care.
4. Appropriate ethical and professional skills necessary for establishment of excellent communication with patients and colleagues.
5. Lifelong learning competencies necessary for continuous professional development.

2. Academic Standards

The Intended Learning Outcomes (ILO's) of the present program are developed to satisfy the National Academic Reference Standards (NARS) for Bachelor degree of medicine published by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) (January 2009).

3. Intended Learning Outcome

Knowledge and Understanding

By the end of the program, the graduate will gain knowledge and understanding to be able to:

Describe the common medical problems presenting to doctors - in primary health care setting, hospital and community - their diagnosis, prevention and treatment. (a.6)
Classify disease in terms of mental, functional and physical processes. (b.4)  a.2

Describe the clinical manifestations and differential diagnosis of common medical disorders with an emphasis on the incidence of the different manifestations and their relative importance in establishing diagnosis, and the early manifestations of serious diseases (e.g. malignancy, emergencies … etc) (a.7)

Describe the theoretical basis of professional and practical skills. (a.8)  a.4

a.5. Describe the basics of ethics. (a.14)

a.6. Identify the determinants of health, principles of health promotion, disease prevention, early detection and control of common community health problems including disease surveillance and screening. (a.10)

a.7. Recognize basics of health and patient's safety during clinical practice. (a.15)

b. Practical and Clinical Skills

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

b.1 Demonstrate basic sciences’ practical skills relevant to the future practice and acquire practical, clinical skills and competencies. (b.1)

Take and record a structured patient-centered history, appropriate depth and detail, relative to the clinical context. (b.2)

Perform full physical examination appropriate to age and gender in acute and chronic clinical conditions. (b.3)

Recognize urgent life-threatening conditions, and compose appropriate initial plan of management for stabilization of the critically ill patient. (a.1,b.5)

Safely perform routine diagnostic and therapeutic procedures, including life support.

Construct appropriate management strategies both diagnostic and therapeutic for patients with common acute and chronic diseases. (b.5,b.6)

Compose an initial plan of management for stabilization of critically-ill
patients. (b.6)

Provide first aid measures for injured, critically-ill patient (shock, coma) and b.8 cardiopulmonary resuscitation (b.5, b.6)

Work out common drug dosage based on patient's criteria and health (b.9)

Write safe prescriptions of different types of drug (b.9) (b.10)

b.11 Conduct community diagnosis for prioritization of community health problems. (b.10)

Procedures and technical skills acquired under appropriate supervision during undergraduate:

By the end of the program, the graduate will acquire the model-based skills (using manikin and simulators) required to:

b.13 Perform venepuncture and collect blood samples. (b.11)

b.14 Insert a cannula into peripheral veins. (b.12)

b.15 Practice enteral, parenteral, inhalation and topical methods for drug administration (b.13)

b.16 Demonstrate competency in cardiopulmonary resuscitation and basic life-support.

b.17 Perform and interpret ECG. (b.16)

b.18 Perform and interpret basic respiratory function tests and arterial blood gases. (b.17)

b.19 Use a nebulizer for administration of inhalation therapy. (b.18)

b.20 Administer basic oxygen therapy. (b.19)

b.21 Insert a naso-gastric tube. (b.20)

b.22 Perform bladder catheterization. (b.21)

b.23 Perform and interpret basic bedside laboratory tests. (b.23)

b.24 Adopt suitable measures for safety and infection control. (b.25)

c. Professional Attitude and Behavioral Skills

By the end of the program, the graduates will acquire the skills required to

c.1 Adopt an empathic and holistic approach to the patient and their problems, taking into consideration beliefs, values, goals and concerns. (c.1)
c.2 Respect the patient's right to know and share in decision making as well as dignity, privacy, information confidentiality and autonomy. (c.2)

c.3 Understand and respect the different cultural beliefs and values regardless of their disabilities in the community they serve. (c.3)

c.4 Recognize the important role played by other health care professions in patients' management, respecting their contributions in patient's management regardless of degree or occupation. (c.4)

c.5 Apply the national code of ethics issued by the Egyptian Medical Syndicate. (c.5)

c.6 Respect and follow the institutional code of conduct. (c.6)

c.7 Counsel patients suffering from different conditions as well as their families. (c.7)

c.8 Recognize one's own limitations of knowledge and skills referring patients to appropriate health facility at the appropriate stage. (c.8)

d. Communication Skills:

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

d.1 Communicate clearly, sensitively and effectively with patients and their relatives and colleagues from a variety of health and social care professions. (d.1)

d.2 Communicate effectively with individuals regardless of their social, cultural, ethnic backgrounds, or their disabilities. (d.2)

d.3 Cope with situations where communication is difficult including breaking bad news. (d.3)

d.4 Show compassion to patients and their relatives in situations of stress and grief. (d.4)

d.5 Honor and respect patients and their relatives, superiors, colleagues and any other member of the health profession. (d.5)

d.6 Use communication styles to bring about behavioral change. (d.6)

e. Intellectual Skills

By the end of the program, the graduate will acquire the skills required to:
e.1 Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints. (e.2)

e.2 Design an appropriate diagnostic plan for evaluation of common presenting complaints which is appropriate in terms of the differential diagnosis, the severity of the clinical situation and the risks, benefits and costs to the patient. (e.2.3)

e.3 Accurately interpret the results of commonly used diagnostic procedures. (e.3)

e.4 Combine clinical and investigational data with evidence-based knowledge for clinical problem solving. (e.3)

e.5 Identify risk factors for disease processes and injury, and institute the appropriate diagnostic, preventive, and therapeutic interventions.

e.6 Determine the different strategies for risk management of disease and injury. (e.3, 4)

e.7 Identify the indications and logistics of referring patients to higher levels of experience or specialization as a principle for the family doctor (GP). (e.8)

e.8 Construct treatment plan, incorporating his knowledge, best available evidence, and patient’s preferences in a cost effective manner. (e.3, 7)

e.9 Recognize and cope with uncertainty that is unavoidable in the practice of medicine by accepting and reacting to uncertain situations through proper counseling, consultation and referral. (e.8)

f. General and Transferable Skills

By the end of the program, the graduate will acquire the skills required to:

f.1 Adopt the principles of lifelong learning needs of the medical profession (continuous professional development; CPD). (f.1)

f.2 Use computers efficiently in reaching biomedical information to remain current with advances in knowledge and practice. (f.2)

f.3 Present information clearly in written, electronic and verbal forms (f.3)

f.4 Communicate ideas and arguments effectively. (f.4)

f.5 Work effectively within a multidisciplinary team. (f.5)

f.6 Manage time and resources effectively and set priorities. (f.6)
4. Program Structure and Contents

Courses, Teaching Hours Examinations and Allocated Marks for the Sixth year

<table>
<thead>
<tr>
<th>Exams</th>
<th>840</th>
<th>Allocated marks</th>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>Practical</td>
<td></td>
<td></td>
<td>MED-</td>
<td>Internal Medicine and its specialties</td>
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<tr>
<td>Theoretical</td>
<td></td>
<td>840</td>
<td>615</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>Clinical exam</td>
<td>196</td>
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<td></td>
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<tr>
<td>Table viva</td>
<td></td>
<td>840</td>
<td>MED-</td>
<td></td>
</tr>
<tr>
<td>Oral exam</td>
<td></td>
<td>615</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Radiology &amp; ECG tracings</td>
<td></td>
<td>615</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Lab reports</td>
<td></td>
<td>615</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Internal Medicine course for the sixth year students includes the following Subspecialties:

[Cardiology, Chest, Tropical Medicine, Rheumatology, Psychiatry, Neurology, Dermatology and Andrology departments].

These departments deliver their courses 4 days / week for 2 weeks for each subspecialties in the same weeks of Internal Medicine course as an afternoon teaching activity.

Two weeks attend the students in internal medicine emergency department during clinical course.

3- Course contents:

<table>
<thead>
<tr>
<th>Total hrs</th>
<th>% of Total</th>
<th>Departmental teaching:</th>
<th>Central Lectures</th>
<th>Subject</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Clinical / Small Group / Autpatient clinical / Seminars 280 hrs.</td>
<td>196 hr.</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Hours</td>
<td>Topics</td>
<td></td>
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<tr>
<td>------------</td>
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<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>42 hrs.</td>
<td>Cardiovascular Topics</td>
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<tr>
<td>15%</td>
<td>42 hrs.</td>
<td>Respiratory topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>40 hrs.</td>
<td>GIT &amp; Hepatology topics</td>
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<tr>
<td>15%</td>
<td>40 hrs.</td>
<td>Neurology topics</td>
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<td></td>
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<tr>
<td>7%</td>
<td>20 hrs</td>
<td>Endocrinology Topics</td>
<td></td>
<td></td>
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<tr>
<td>7%</td>
<td>20 hrs.</td>
<td>Diabetes, metabolism and nutrition</td>
<td></td>
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<tr>
<td>3%</td>
<td>10 hrs</td>
<td>Heamatology Topics</td>
<td></td>
<td></td>
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<tr>
<td>7%</td>
<td>20 hrs.</td>
<td>Nephrology topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7%</td>
<td>20 hrs.</td>
<td>Rheumatology Topic</td>
<td></td>
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<tr>
<td>5%</td>
<td>12 hrs.</td>
<td>Infectious Diseases</td>
<td></td>
<td></td>
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<tr>
<td>6%</td>
<td>18 hrs.</td>
<td>Geriatric topics</td>
<td></td>
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<tr>
<td>2%</td>
<td>10 hrs.</td>
<td>Genetics topics (Basic Genetics)</td>
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<tr>
<td>1%</td>
<td>4 hrs.</td>
<td>Contributed in the clinical teaching</td>
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<tr>
<td>1%</td>
<td>4 hrs.</td>
<td>Ethics &amp; law topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1%</td>
<td>8 hr</td>
<td>Acute Internal Medicine Emergency</td>
<td></td>
<td></td>
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<tr>
<td>1%</td>
<td>4 hr</td>
<td>Clinical Pathology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>280</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6th year Topics

Cardiovascular diseases
Heart Failure
Atherosclerosis
Ischemic Heart Diseases
Hypertension
Rheumatic fever
Cardiology Investigations
Valvular Heart Diseases
Infective Endocarditis
Arrhythmias
Cardiomyopathy
Myocarditis
Pericardial diseases
Peripheral Vascular Disease
Hypotension
Clinical Approach to major cardiac symptoms
Adult Congenital Heart Disease
Cardiovascular Drugs
RESPIRATORY DISEASES

Bronchial asthma
COPD
Pneumonia
Upper Respiratory tract infection
Pulmonary embolism
Pleural diseases
Tuberculosis
Interstitial lung diseases
Cystic fibrosis, Bronchiectasis, Lung abscess, Empyema with broncho pleural fistula
Occupational lung diseases
Clinical Approach to major chest symptoms
Investigation of pulmonary diseases
Pulmonary hypertension
Cor-pulmonale
Lung and pleural cancer
Respiratory Failure
Mediastinum
Lung affection in systemic diseases
Gastroenterology

Clinical Approach to major Gastrointestinal symptoms

Investigations of the GIT

Diseases of the esophagus & GERD

Diseases of the stomach and the duodenum

Dyspepsia

Gastritis

Peptic ulcer disease

Pancreatitis

Inflammatory bowel disease

Irritable bowel syndrome

Neoplasm of the GIT

Diarrhea and Mal-absorption

Intestinal ischemia

Hepatology

Jaundice

Investigations of the liver

Acute fulminant Hepatic failure

Chronic liver failure

Liver cirrhosis

Ascites

Portal hypertension

Hepato-renal syndrome (HRS)
Acute viral hepatitis
Chronic hepatitis
Chronic autoimmune hepatitis
Non Alcoholic Fatty Liver Diseases (NAFLD)
Primary biliary cirrhosis
Hereditary hemochromatosis
Wilson’s disease
Hepatic amebiasis
Vascular diseases of the liver
Hepatic tumours, HCC, metastasis
Liver transplantation
Drugs and the liver

Endocrinology and metabolism
Diabetes Mellitus

2. The Thyroid Gland
Hyperthyroidism and thyrotoxicosis
Hypothyroidism
Tyroiditis
Thyroid nodules
Thyroid carcinoma

3. The Adrenal Gland
Cushing Syndrome
Hyperaldosteronism
Adrenocortical insufficiency
Pheochromocytoma

4. Anterior Pituitary Gland
Acromegaly
hyperprolactinemia
Hypopituitarism
Posterior Pituitary Gland
Diabetes Insipidus
SIADH

5. Parathyroid Gland
Hypoparathyroidism
Hyperparathyroidism

6. Others
Autoimmune Polyglandular Syndromes
Delayed puberty
Dyslipidaemia
Hypoglycaemia and Insulinoma
Obesity and Metabolic syndrome
Hirsutism

7. Assessment of nutritional state
HEMATOLOGY
Investigations of blood diseases
Major Manifestations of Blood Diseases
Anemia
Leukemia
Lymphoma
Plasma cell disorders
Myeloproliferative diseases
Bleeding disorders
Venous thromboembolism
Transfusion medicine
Immunology
The immune system: Introduction
Transplantation immunology
Immunodeficiency disorders

Rheumatology
Major Manifestations of Rheumatologic Diseases
Investigations of rheumatic and bone diseases
Osteoarthritis
Crystal deposition diseases
Rheumatoid arthritis
Systemic lupus erythematosus (SLE)
Systemic sclerosis
Antiphospholipid Syndrome (APS)
Dermatomyositis and polymyositis
Vasculitis
Sjogren syndrome
Seronegative Spondyloarthropathies
MCTD
Osteoporosis, Osteomalacia
Corticosteroids and immunosuppressive drugs used in rheumatic diseases
Familial Mediterranean Fever
Amyloidosis
Sarcoidosis

Infectious Diseases
Major manifestations of infection
Fever
Infection in immunocompromised patients
Fever of unknown origin
Antimicrobial agents
Antibacterial
Antifungal
Antiviral
Viral Diseases
DNA viruses: Herpes simplex, Epstein-Bar, Cytomegalovirus, Varicella-Zoster virus
RNA viruses: Influenza, (Poliomyelitis), HIV
Bacterial infections
Gram positive bacteria: Streptococcus infection, Staphylococcus
Gram negative bacteria: Salmonella (Typhoid), Brucellosis, Cholera
Mycobacterium: Tuberculosis,
Protozoa infections (malaria, amebiasis, giardiasis, leishmaniasis)
Helminthic infection

Trematode (schistosomiasis, fascioliasis)

Cestode (tenia saginata, taenia solium, taenia granulosus)

Intestinal nematode (enterobius, ascaris, ankylostoma)

Tissue dwelling human nematodes, Filariasis.

Nephrology

Major Clinical Manifestations of Renal Disease

Investigations of renal diseases

Glomerular diseases

Tubular and interstitial diseases

Acute renal failure

Chronic Renal Failure

Renal replacement therapy

Renal Vascular Diseases

Renal involvement in Systemic diseases

Drugs and the Kidney

Infections of the Kidney and Urinary Tract

Water and Electrolyte balance

Acid Base Balance

Neurology
Functional Anatomy
Sphincteric disturbances
Speech
Cranial nerves and their diseases
Blood supply of the brain and spinal cord
Investigations of Neurological diseases
Major manifestations of neurological diseases
Cerebro-vascular stroke
The cerebellum and Ataxias
Extra-pyramidal diseases
Peripheral neuropathy
Disorder of Neuromuscular junction
Diseases of voluntary muscles
Diseases of the spinal cord
CNS Infections
Intracranial Tumours
Motor Neurone Diseases
Multiple sclerosis
Headache and facial pain
Seizures and epilepsy
Coma

Ethics
Acute Internal Medicine Emergency
Genetics : Basic Genetics.
### Clinical Pathology

#### III-C) Seminars

<table>
<thead>
<tr>
<th>Clinical approach to a patient with shortness of breath</th>
<th>1</th>
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<tbody>
<tr>
<td>Clinical approach to a patient with acute chest pain</td>
<td>2</td>
</tr>
<tr>
<td>Clinical approach to a patient with GIT bleeding</td>
<td>3</td>
</tr>
<tr>
<td>Clinical approach to a patient with acute abdominal pain</td>
<td>4</td>
</tr>
<tr>
<td>Clinical approach to a patient with Jaundice</td>
<td>5</td>
</tr>
<tr>
<td>Clinical approach to a patient with Generalized Anasarca</td>
<td>6</td>
</tr>
<tr>
<td>Diabetes mellitus complications</td>
<td>7</td>
</tr>
<tr>
<td>Obesity</td>
<td>8</td>
</tr>
<tr>
<td>Clinical approach to a patient with acute renal failure</td>
<td>9</td>
</tr>
<tr>
<td>Clinical approach to a patient with metabolic bone disease (Calcium Hemostasis)</td>
<td>10</td>
</tr>
<tr>
<td>Clinical approach to a patient with FUO</td>
<td>11</td>
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<tr>
<td>Clinical approach to a patient with Coma</td>
<td>12</td>
</tr>
<tr>
<td>Clinical approach to a patient with Polyarthritis</td>
<td>13</td>
</tr>
<tr>
<td>Antibiotics &amp;= chemotherapeutics</td>
<td>14</td>
</tr>
<tr>
<td>Clinical approach to a patient with dementia</td>
<td>15</td>
</tr>
</tbody>
</table>
III-C) Clinical CLASSES:

All classic cases and some problematic cases related to all body systems according to the theoretical curriculum could be a material for clinical teaching. This is included:

Cardiovascular diseases
Revision of symptoms and examination.
MS, MR, DM, AS, AR, + complications:
Heart Failure
Hypertension
Cardiomyopathy
Ischemic Heart disease
Bacterial Endocarditis
Arrhythmia: A.F

RESPIRATORY DISEASES
Revision of symptoms and examination
Bronchial asthma
COPD will cor pulmonal, COPD with respiratory failure
Pleural effusion
Bronchiaectasis, lung abscess
Pulmonary T.B
Bronchogenic Carcinoma
Interstitial Lung disease

Gastroenterology
Revision of symptoms and examination
Abdominal Pain. Peptic Ulcer with complication
Diarrhea.
Jaundice.
Liver cirrhosis
Ascites
Portal hypertension
HCC
Endocrinology and metabolism
The Thyroid Gland
Hyperthyroidism and thyrotoxicosis
Hypothyroidism
The Adrenal Gland
Cushing Syndrome
Acromegaly
Sheehan syndrome. pituitary gland:-Hypopituitalism
Adenoma: ..............
Diabetes Mellitus& it’s complications
Neurology:
  Symptoms and Examination
Cerebro-vascular Disease.
Paraplegia.
Peripheral Neuropathy.
Ataxia.
Myopathy
Rheumatology:
Symptoms and Joint Examination.
Rheumatoid.

SLE.

Haematology:

Anemia.

Bleeding Tendency. Purpura.

Lymph node enlargement. Lymphoma – Leukemia

Nephrology - Infections:

Nephrotic Syndrome

Chronic Renal Failure.

More clinical cases are discussed during the rotations in the departments of special medicine.

During the clinical round the students attend two weeks in internal medicine emergency

4- Teaching and learning methods:

Lectures

Small group teaching for clinical skills

Clinical classes

Skill lab

MCQ

Bed side

Problem solving

Assignment

Seminars

8. Students are always invited to attend and share in all the internal medicine departmental activities: Conferences (indoors and outdoors), departmental staff rounds, Grand rounds and outpatient clinical.

Some of the interested students are invited as speakers; others share in the preparation of the conferences.

TEACHING PLAN:

Lectures: daily 1hr for 5 days weekly
Clinical rounds: The students are divided into 2 groups, each group spend 20 weeks in the clinical sections successively through the year, further more each group is distributed all over the internal medicine units in equal numbers.

two weeks in internal medicine emergency department

10 hours/week is the time available for the clinical teaching in every section.

Seminar: from 2 to 2.5 hours.

A certain topic is suggested and a group of students share to make a search to cover the topic in an advanced up to date method then they are asked to present their topic in front of their colleagues and supervising professor to run out a group discussion.

Time plan:

1- Internal medicine

<table>
<thead>
<tr>
<th>Total hours</th>
<th>Teaching hours/week</th>
<th>Time schedule</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>196 hrs</td>
<td>5 hours / week for 40 weeks</td>
<td>1hr daily for 5 days weekly</td>
<td>Lectures</td>
</tr>
<tr>
<td>40</td>
<td>2 hours / week</td>
<td>2 hours</td>
<td>Seminars</td>
</tr>
<tr>
<td>300 hr.</td>
<td>15 hours / week for 20 weeks</td>
<td>3 hours /day for 5 days / week</td>
<td>Clinical</td>
</tr>
<tr>
<td>536</td>
<td></td>
<td></td>
<td>Total</td>
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</table>

2- Special medicine

7 branches of medicine including internal medicine department (previously mentioned), the student spends 14 days at each specialty (1.5 hrs/day, 4 days / week)

5- Assessment methods:
5-A) Assessment criteria:

According to the undergraduate Faculty bylaws the students should attend 75% of the total hrs as a prerequisite to attend any of the allocated exams.

5-B) Assessment TOOLS:

<table>
<thead>
<tr>
<th>Purpose (ILOs)</th>
<th>Tool</th>
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<tbody>
<tr>
<td>To assess ILOs related to knowledge, understanding, higher intellectual skills &amp; transferable skills.</td>
<td>Written examination</td>
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<td></td>
<td>Table Viva</td>
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<tr>
<td></td>
<td>Oral &amp; Practical examination</td>
</tr>
<tr>
<td>To assess ILOs related to knowledge, understanding, higher intellectual skills, communication skills, professional skills and transferable skills.</td>
<td>Clinical examination</td>
</tr>
<tr>
<td></td>
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</table>

5-C) TIME SCHEDULE: Faculty bylaws

<table>
<thead>
<tr>
<th>Week</th>
<th>Exam</th>
</tr>
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<tbody>
<tr>
<td>(December)</td>
<td>First half of the academic year for the 1st group</td>
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<tr>
<td></td>
<td>Mid-round (practical)</td>
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<tr>
<td></td>
<td>OSCE Exam</td>
</tr>
<tr>
<td>(February)</td>
<td>End –round exam (practical)</td>
</tr>
<tr>
<td>(May)</td>
<td>Lung Case</td>
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<tr>
<td></td>
<td>Second half of the academic year for the 2nd group</td>
</tr>
<tr>
<td></td>
<td>1-Mid-round exam (practical)</td>
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<tr>
<td></td>
<td>OSCE Exam</td>
</tr>
<tr>
<td>(July)</td>
<td>Lung Case</td>
</tr>
<tr>
<td></td>
<td>2-End-round exam (practical)</td>
</tr>
<tr>
<td></td>
<td>Long Case</td>
</tr>
<tr>
<td></td>
<td>Final exam (written)</td>
</tr>
</tbody>
</table>

|       | Final clinical exam |
|       | Final oral exam |
|       | Final practical exam |

5-D) GRADING SYSTEM:

<table>
<thead>
<tr>
<th>% of Total Marks 6 %</th>
<th>Marks allocated</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To check for attendance</td>
<td>Formative assessment</td>
</tr>
<tr>
<td></td>
<td>15 marks</td>
<td>1- Quiz exams</td>
</tr>
<tr>
<td></td>
<td>30 marks</td>
<td>2-practical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Clinical mid round exam)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical end round exam)</td>
</tr>
</tbody>
</table>
2/uni0035

3- Assignments & other activities

4- ICU MCQ

Summative assessment

- Final exam:
  a- Written
  b- Practical
  c- Oral

Total

790 marks

840 marks

5 marks

10 marks

The minimum passing & Passing grades (Faculty bylaws).

5-E) Examinassions description:

<table>
<thead>
<tr>
<th>Description</th>
<th>Examination</th>
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<tbody>
<tr>
<td>Formative assessment</td>
<td>1- Quiz exams</td>
</tr>
<tr>
<td>Related to the delivered topic</td>
<td>2- Assignments &amp; other activities</td>
</tr>
<tr>
<td>Topics related to practice and not included in lectures or discussed in seminars.</td>
<td>1- Clinical mid round exam</td>
</tr>
<tr>
<td>Cases</td>
<td>2- Clinical end</td>
</tr>
<tr>
<td>Cases</td>
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<td>Summative assessment</td>
<td>round exam</td>
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<td>- Final exam:</td>
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</tr>
<tr>
<td>a- Written</td>
<td></td>
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<td>b- Practical</td>
<td></td>
</tr>
<tr>
<td>c- Oral</td>
<td></td>
</tr>
<tr>
<td>d- Practical</td>
<td></td>
</tr>
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</table>

6- Learning resources:

6.1- Basic materials:

- Department Text Book
- Department Problem Solving Book.

6.2- Essential and recommended books (text books)
- DAVIDSON'S Principles and Practice of Medicine.
- Clinical Medicine KUMMAR and CLARK.
- 1000 MCQs for DAVIDSON'S Principles and Practice of Medicine.
- MCQs for Clinical Medicine KUMMAR
- Lange MCQs for USMLE.
- HUTCHISON'S Clinical Methods.
- Clinical Examination, MACLEOD, MUNRO.
A Guide to Physical Examination, Barbara Bates.
Handout of lectures.
National books approved by the Internal Medicine Council.
CDs in the electronic library.

6.4 Related web sites

7- Teaching tools:
Facilities used for teaching this course include:
Lecture halls with audiovisual facilities.
Small group classes for skills training.
Skills labs.

Course coordinators:
Prof Dr Ibrahim Elebrashy
Prof Dr Amal Fathy
Prof Dr Hebat Allah Moustafe
Prof Dr Rokaya Abdelaziz

Head of Department
Prof. Ibrahim Elebrashy

Date: / 1 /2017
Revised by:

prof. Aleya Mosallam Quality assurance unit