

# *Student guide*

**M3- 2023-2024**

**- Contents:**

- 1-Guide lines (why P.B.L. “Problem Based Learning”) added to integrated system in October 6 university faculty of medicine (what the student & tutor will do this term) , (modules in this term & their general objectives)
- 2-Schedule for lectures , practicals , cases ( small group teaching) , skill lab , & exams
- 3-Rubrics for grading assignments and presentations
- 4-Portfolio items
- 5-Cases with objectives

**- PBL Philosophy:**

In a world where available information is growing exponentially, we believe that the most important thing a student needs to know is how to learn. So the main learning goals of the PBL are a framework for looking at concepts, skills, and abilities and help guide the creation of personalized student curriculum. PBL offers unique environments where students can flourish as individuals within a community of learners.

**- PBL Process:**

The core of the PBL process is the tutorials that will be held once weekly beside the practical sessions and the interactive lectures. In each tutorial there will be a case scenario that is delivered to the students, where they collaborate together through the seven jumps process to point out the possible problems present in the case and to find out the intended learning objectives need to be known through this case. In the second tutorial, they will discuss the objectives of the case after self study, and a new case will be delivered. In PBL process the role for lectures aim at clarification of complicated areas of information or to integrate different areas of information. Practical sessions and clinical skill lab are included as educational activities in BPL. They act as tools for the students to gain the needed psychomotor skills and to attain the professional attitude and behavior.

**- Student role:**

The student is the center of the learning process in PBL. **Students will depend on themselves in finding out the learning objectives by brain storming in the case study session. Then they will go home and study and search in the texts for the information of the objectives they got. Then the following session they should try to present the information they gazed and summarized to their students in an easy palatable way.** In PBL the students have to work hard, prepare themselves well for every tutorial group meeting, collaborate with their colleagues and practice team work. They also will have their reflection about the process, their colleagues and the tutor.

**- Tutors role:**

- The tutor will work as a facilitator more than traditional teacher who delivers all the information to the students. Tutors role is to stimulate and motivate the students to learn and to search for the information and knowledge. During the case they will guide the students and redirect them towards the intended learning objectives. The tutors share in the assessment process. Moreover, the tutor together with the students has the responsibility of setting the roles of the tutorial session.

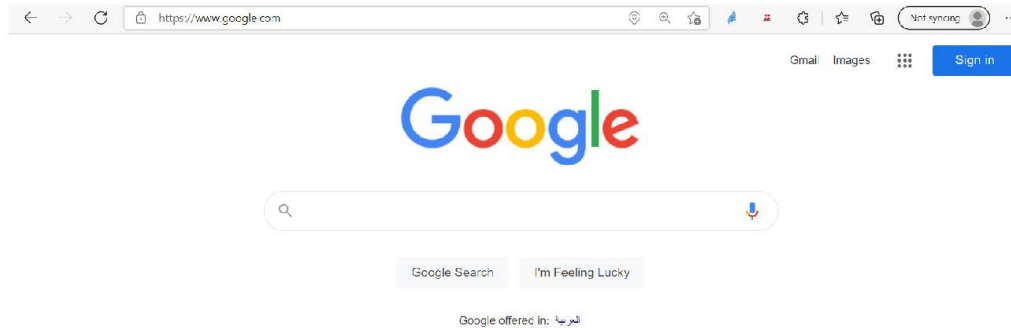
- The tutor will receive guide information for the objectives in each case from the departments at least one week before the case is to be discussed, he should read them and then in the discussion of the case he should see if the students had fulfilled all the needed items so as to approve their work or they need to search more for certain items and get them so as to complete their work completely or they got more or un needed items they should discard them. By the end of the cases of the module students will have their hand out covering all items needed in the objectives they searched for
- All staff members should have their official mails done by the beginning of the academic year so as good communication may be applicable and to facilitate uploading of their lectures every Wednesday of each week
- Concerning the module (BOS 101) which is the beginning module for M1 the academic year 2022-2023.
- In each session one of the students will be the reader (the one who reads the case) and another one will be the writer (the one who writes the objectives on the board after brain storming of the students with the tutor and collect them after that)
- In session ( 1 ) ( week 1)
  - One case will be read by the students
  - They make brain storming with each other and with the tutor to get the objectives the case is talking about. They will go home to search for them and make presentation about them the coming session.
  - Weeks for reading of the cases and discussion of the objectives are written above each case.
  - The presentation have certain rubrics the tutor try that the students stick more and more to them each presentation then at the last presentation of the module they will have certain mark among their portfolio total mark about:
    - The presentation they showed along the module and their share in the discussions and preparation of the work needed (see professional behavior sheet included) (the mark is given by the tutor)
  - After they finish the presentation in each session they will read the following case and brain storm to get the objectives that they will go home to prepare them as presentation in the coming case session and so on all the sessions
  - If the case is long its presentation by the students may take two weeks not one week to ensure that the students presented the objectives in the case in a good way
- All students are to make their Emails in the first week so as to be able to have the on line information uploaded weekly concerning the following:
  - Lectures
  - Videos
  - Presentation done by their colleagues
  - On line exams formative and summative

**- Scoring Rubric for Presentations:**

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 %)</b>	Were the main ideas presented in a clear manner?	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
<b>Content (45 %)</b>	- The Introduction is attention-getting, - It lays out the problem well, - It establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language that is appropriate for the target audience.	5	
	The Presentation contains accurate information.	10	
	The material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and the points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
<b>Presentation (40 %)</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
<b>Score %</b>	<b>Total Points</b>	<b>100%</b>	

# Steps to register on the Moodle e-learning website for Faculty of Medicine

1. Open any browser e.g. Chrome, Firefox, Edge, Safari .....

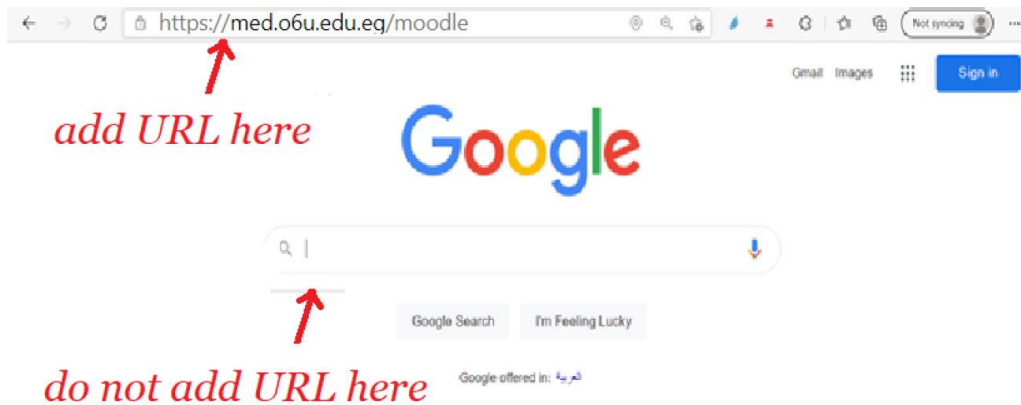


2. Then copy & paste this address in the URL box

<https://med.o6u.edu.eg/moodle>

N.B.

- It is https & not http
- There is no www in the address



### 3. Press “Enter” Key

o6u-med English (en) You are not logged in. (Log in)

جامعة أكتوبر  
October 6 University Egypt

الهيكل الإداري لجامعة 6 أكتوبر- كلية الطب

رئيس مجلس الأمناء

الأستاذ الدكتور أحمد زكي بدر

### 4. Click on “log in” in the upper right corner of the screen.

جامعة أكتوبر  
October 6 University Egypt

Username

Password

☐ Remember username

Log in


Forgotten your username or password?

Cookies must be enabled in your browser ?

Some courses may allow guest access

Log in as a guest

5. Write your ID number twice: in the “Username” & in the “Password” ..... here is an example:



جامعة ٦ أكتوبر  
October 6 University Egypt

20022792

.....

☐ Remember username

**Log in**

Forgotten your username or password?

Cookies must be enabled in your browser ?

Some courses may allow guest access

Log in as a guest

6. Then click on “Log in” below. You will be asked to change your Password:

You must change your password to proceed. ×

Change password

Username 20022792

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as as \*, -, or #

Current password ⓘ

New password ⓘ

New password (again) ⓘ

**Save changes**

There are required fields in this form marked ⓘ .

The new password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as as \*, -, or #

**Very Important: DO NOT FORGET THE NEW PASSWORD**

## How to enroll yourself in a Module?

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Some modules need an “enrolment key” to enter it for the first time. Ask you teacher for this key.

### Enrolment options

 Pediatrics-5

Teacher: Manar Aref

Teacher: Eman Sharaf

#### ▼ Self enrolment (Student)

Enrolment key

Enrol me



# Professional Behavior of student in the case checklist

Students Name: .....

Date: .....

End of module (Summative): .....

Module title: .....

Student's Signature :.....

Tutor's Name:.....

Criteria	Scale: 1 and 2 is unsatisfactory, 3, 4 and 5 is satisfactory performance	Comments
<b><u>Preparation:</u></b> Is well prepared with relevant information, uses a variety of references and summarizes key points	1      2      3      4      5	
<b><u>Critical thinking:</u></b> Identifies problem, analyzes problem, suggests possible reasons for the problem, helps group to formulate learning objectives	1      2      3      4      5	
<b><u>Participation:</u></b> Participates actively, talks on turn and listens attentively to others	1      2      3      4      5	
<b><u>Communication Skill &amp; Group Skills:</u></b> Respects tutor and colleagues, communicates well uses appropriate language, accepts feedback and responds appropriately.  Contributes to group learning, shares information with others, demonstrates sensitivity to views and feeling of others, takes on assigned tasks willingly	1      2      3      4      5	
<b><u>Presentation skills:</u></b> Presents the information relevant to the learning objective of the case, explains clearly the reasoning process with regard to solving the problem	1      2      3      4      5	
	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>

**-The students portfolio (October 6 university - faculty of medicine - 2020 - 2021):**

- Each student should go through one of the following links to make his google e-portfolio where he (she) will put the progression he will achieve in each module WEEK BY WEEK and e will send the link to the tutor to revise it. PAPER WORK OR CD OR E-MAIL ARE NOT ACCEPTED.

- Links to make e-portfolio using google sites

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi9xOnhrYDzAhVERkEAHb\\_0DCgQFnoECC0QAAQ&url=https%3A%2F%2Fwww.montclair.edu%2Fmedia%2Fmontclair.edu%2Foit%2Fdocumentation%2Fportfolios%2FGoogle-Sites-ePortfolio-3-13-PF-Final.pdf&usg=AOvVaw2PTNDhBjsWkTV75RJGCoen](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi9xOnhrYDzAhVERkEAHb_0DCgQFnoECC0QAAQ&url=https%3A%2F%2Fwww.montclair.edu%2Fmedia%2Fmontclair.edu%2Foit%2Fdocumentation%2Fportfolios%2FGoogle-Sites-ePortfolio-3-13-PF-Final.pdf&usg=AOvVaw2PTNDhBjsWkTV75RJGCoen)

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi9xOnhrYDzAhVERkEAHb\\_0DCgQFnoECC8QAAQ&url=https%3A%2F%2Fshakeuplearning.com%2Fblog%2Fhow-to-create-powerful-student-eportfolios-with-google-sites%2F&usg=AOvVaw0koWnu2boD4ufVDvE\\_jtdo](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi9xOnhrYDzAhVERkEAHb_0DCgQFnoECC8QAAQ&url=https%3A%2F%2Fshakeuplearning.com%2Fblog%2Fhow-to-create-powerful-student-eportfolios-with-google-sites%2F&usg=AOvVaw0koWnu2boD4ufVDvE_jtdo)

**- The student portfolio should contain the followings:**

- The student binder for the portfolio should contain the followings:

- Binder should contain the names of the group of the students, and contact information ( telephone , - emails ) , their leader and names and emails of their tutor (s),

- Binder of portfolio may be either in papers or electronic.

- Students should submit their proposal (protocol ) of the manuscript or how to accomplish the manuscript before end of term to have the marks of the portfolio

- Students should make an assignment about (Artificial intelligence and medicine ) and submit it either as power point or as a you tube channel before end of term to have the marks of the portfolio

- Students should collect the presentations the group will do along the sessions of the cases and put them in the binder of the portfolio.

- Any community medical work the student completed under supervision of a staff presenting the followings:

- Name of staff & position
- Date
- Site
- Results
- Obstacles

- Conferences attended by him if present

- Visits done to clinical departments to see relevant experiments if present.

- **PORTFOLIO SHOULD BE SUBMITTED IN FULL BY end of term**

- **Portfolio scoring (Rubrics for evaluating portfolios):**

- **Each student should be rated as one of the followings :**

- Outstanding & he will be given 95% to 100% of the portfolio mark

- Acceptable & he will be given 70% to 75% of the portfolio mark

- Marginal & he will be given 60% to 65% of the portfolio mark

- Unacceptable & he will be given less than 60% of the portfolio mark

1- Paragraph that summarizes his learning experience and contain the followings in short:

- Resume of him
- Impact made by the education on him
- His present strengths
- His present weakness
- Future suggestions & goals

2- Any community medical work the student completed under supervision of a staff presenting the followings:

- Name of staff & position
- Date
- Site
- Results
- Obstacles

3- His cases , objectives he got by brain storming , presentations done by him , ( power point )

4- Medical pics & posters done by him or his group if present

5- Web page , or brochure constructed by him or his group if present

6- Conferences attended by him if present

7- Visits done to clinical departments to see relevant experiments studied

8- Two to three education events attended by him

9- Two to three meetings with educational or clinical supervisors

10- Get started with scopus

**1,2,3 SHOULD BE FORMED IN THE OPHTHALMOLOGY MODULE**

**3, 4,5,6 SHOULD BE FORMED IN THE MEDICINE MODULE**

**3, 7,8,,9,10 SHOULD BE FORMED IN THE MEDICOLEGAL MODULE**

**BONUS MARKS ADDED TO THE PORTFOLIO MARK ONLY IF NEEDED**

If any student shared in a paper with any of the staff

If any student constructed cases on sectra table

If any student shared the activities of the quality unit

If any student shared in the electronic evaluations

**- Portfolio scoring (Rubrics for evaluating portfolios):**

**- Each student should be rated as one of the followings :**

- Out standing & he will be given 95% to 100% of the portfolio mark
- Acceptable & he will be given 70% to 75% of the portfolio mark
- Marginal & he will be given 60% to 65% of the portfolio mark
- Unacceptable & he will be given less than 60% of the portfolio mark

<b>THIRD YEAR</b>	<b>Mid module</b>	<b>Continuous assessment</b>	<b>End module</b>	<b>OSPE</b>	<b>OSCE</b>
<b>OPHTHALMOLOGY 150</b>	<b>35 marks electronic</b>	<b>10 marks total 1.5 attendance small groups 1.5 attendance cases 4 presentation 3 portfolio</b>	<b>60 marks total 50 MCQ 10 SAQs electronic</b>	<b>45 marks total -slides electronic</b>	<b>OSCE</b>
<b>INTERNAL MEDICINE 150</b>	<b>35 marks electronic</b>	<b>10 marks total 1.5 attendance small groups 1.5 attendance cases 4 presentation 3 portfolio</b>	<b>60 marks total 50 MCQ 10 SAQs electronic</b>	<b>45 marks total -slides electronic and practical</b>	
<b>MST 25</b>			<b>25</b>		
<b>MRS 25</b>			<b>25</b>		
<b>MLG 100</b>	<b>22 marks electronic</b>	<b>8 marks total 1.5 attendance sections 1.5 attendance cases 3 presentation 2 portfolio</b>	<b>40 marks total 30 MCQ 10 SAQs electronic</b>	<b>30 marks total -slides electronic and practical</b>	

## Cases for the third year students modules

(Ophthalmology, introduction to general medicine, medical statistics, medical research, forensic medicine)

### **DIABETES CASES SCENARIO**

Cases for the module ophthalmology, internal medicine, forensic, community

#### **- Case 1: ophthalmology module**

##### **Diabetes mellitus**

(Red in week 1 and discussed in weeks 2,3,)

- A 25-year-old female patient presented to the ophthalmologist with blurred vision of three weeks duration.
- On careful questioning, the patient informed the ophthalmologist that before the start of her complaint she was waking up at night at least six times for urination, in addition she noticed that she lost weight of about ten kilograms during the past month in spite of her good appetite.
- The ophthalmologist ordered a blood sugar test and the result came of 400 mg/dl.
- She was referred to an internist who started insulin treatment for her.
- The patient asked the internist about how common diabetes in Egypt is, he replied that the prevalence of diabetes in Egypt is about 11% and that Egypt ranks as the seventh in the top ten countries with the highest prevalence of diabetes.

##### **- Objectives:**

**- Brain storming**

#### **- Case 2: Nerve palsy**

(Red in week 1 and discussed in weeks 2, 3,)

- A 30-year-old male patient presented to an ophthalmologist with double vision. The ophthalmologist examined him and found that he has sixth nerve palsy.
- Upon further questioning the ophthalmologist found out that the patient has been complaining from weight loss and increased appetite in addition to tingling sensation of both lower limbs for the past few months.
- The patient was sent to the lab for laboratory tests and the blood sugar came out of 450 mg/dl.
- The patient was referred to an internist who instructed the patient to start insulin therapy.
- The patient was reluctant to initiate insulin and he asked the internist about not starting insulin to control blood sugar.
- The internist informed the patient that not initiating insulin will result in diabetes complications and he informed the patient that incidence of diabetes among causes of blindness is about 50% and that the incidence of kidney failure after ten years of uncontrolled diabetes is 70%



- One week ago due to visual impairment his wife (who was a doctor) was to give him the insulin dose but one day unfortunately she gave him 60 units of the drug lantos (insulin) instead of 20 units and he died. Judicial authorities questioned her and corpse dissection his body to assure the cause of death and whether there is mal practice

**- Objectives:****- BRAIN STORMING**

**Cases for the Medicolegal module****(Red week 4 and discussed week 5 , 6)**

An old man 60 years old found dead at his home. On his back, patches with purple discoloration were noticed. The medicolegal expert stated that death occurred since 2 hrs. There was a history of hypertension and cardiac disease.

1. How can you diagnose the time of death?
2. How could you differentiate traumatic and pathological cause of death?

**Objectives****BRAIN STORMING****TUTOR Guide information****Internal medicine module****Occupational Related Pulmonary Neoplasms****Red week 9 and discussed week 10 , 11****Case:**

A 60 years old patient, nonsmoker presented to health care unit with weight loss, difficulty in breathing , cough for the past three months.

The shortness of breath is progressive and gets worse and the cough is not responding to cough medications.

In addition the patient gives history of occasional coughing of blood and recently he noticed a mass at the side of his neck.

The patient has been working for 40 years in a waterpipes factory which uses asbestos as one of the materials in the manufacturing of the water pipes.

Examination revealed underweight, mild fever , neck swelling at the cervical region ( cervical lymph nodes) and chest auscultation showed markedly diminished breath sounds on the right side.

CT chest showed pleural effusion on the right side and hilar lymph nodes enlargement

**Objectives****BRAIN STORMING**



## **Tutor guide**

### **Case 2 anaphylaxis**

### **Red week 11 and discussed week 12**

30 years old male developed sore throat and cough for which he sought medical advice.

He was given various medications among which broad spectrum penicillins.

Within an hour of receiving the treatment the patient started developing widespread itching, red rash over his trunk and face, lip and earlobe edema

Then he started to have difficulty in breathing and cough.

Examination revealed BP of 70/40 pulse of 130/min there was a red rash over the chest wall and legs, lips and ear lobes are swollen and edematous

### **Objectives**

The student will

**BRAIN STORMING**

## **Tutor guide :**