Medical students
## Theoretical schedule

<table>
<thead>
<tr>
<th>Ser</th>
<th>Tutor</th>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Egyptians</td>
<td>Malaysians</td>
</tr>
<tr>
<td>1</td>
<td>Prof Dr Mohamed Abdel-Hay Autifi</td>
<td>Basic Anatomy 3</td>
<td>Thorax</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- G. Embryology</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Prof Dr Ahmad Mustafa Kamal</td>
<td>Abdomen (2w)</td>
<td>Neuroanatomy (3w)</td>
</tr>
<tr>
<td>3</td>
<td>Prof Dr Mohamed Ahmad Ebada</td>
<td></td>
<td>- Sp. Embryology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Neuroanatomy (4w)</td>
</tr>
<tr>
<td>4</td>
<td>Prof Dr Mohamed Mokhtar Al-Asaly</td>
<td>Lower Limb (4w)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Prof Dr Mahmoud Al-Najjar</td>
<td></td>
<td>Head and Neck (5w)</td>
</tr>
<tr>
<td>6</td>
<td>Prof Dr Ahmad Maher Ameen</td>
<td></td>
<td>Head and Neck (6w)</td>
</tr>
<tr>
<td>7</td>
<td>Prof Dr Husein Fahmy Emara</td>
<td></td>
<td>Head and Neck (6w)</td>
</tr>
<tr>
<td>8</td>
<td>Prof Dr Abdel-Ma’boud Emara</td>
<td></td>
<td>Sp. Embryology</td>
</tr>
<tr>
<td>9</td>
<td>Prof Dr Jamal Sayed Dosoqi</td>
<td>Abdomen (3w)</td>
<td>Head and Neck (5w)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Upper Limb (2w)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Prof Dr Mohamed Al-Hady Zahran</td>
<td>Abdomen (2w)</td>
<td>Head and Neck (3w)</td>
</tr>
<tr>
<td>11</td>
<td>Prof Dr Waheed Yousry Mohamed Abdul Aziz</td>
<td></td>
<td>Thorax (2w)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sp. Embryology</td>
</tr>
<tr>
<td>12</td>
<td>Prof Dr Mohamed Sowailam</td>
<td>Abdomen (3w)</td>
<td>Neuroanatomy (2w)</td>
</tr>
<tr>
<td>13</td>
<td>Prof Dr Ashraf Abdel-Rahman</td>
<td>Upper Limb (3w)</td>
<td>Thorax (3w)</td>
</tr>
<tr>
<td>14</td>
<td>Prof Dr Abdel-Aziz Abdalla Shohda</td>
<td>Basic Anatomy (3w)</td>
<td>Lower Limb (3w)</td>
</tr>
<tr>
<td>15</td>
<td>Prof Dr Yahia Yousof</td>
<td>Abdomen (2w)</td>
<td>Head and Neck (4w)</td>
</tr>
<tr>
<td>16</td>
<td>Prof Dr Mustafa Al-Jizawy</td>
<td>Lower Limb (3w)</td>
<td>Thorax (3w)</td>
</tr>
<tr>
<td>17</td>
<td>Prof Dr Ahmad Son’Allah Khalifa</td>
<td>- G. Embryology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Upper Limb (3w)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Prof Dr Sobhy Hassan Ewais</td>
<td>Pelvis (2w)</td>
<td>Neuroanatomy (3w)</td>
</tr>
<tr>
<td>19</td>
<td>Dr Ahmed Kamal al-Banna</td>
<td>Upper Limb (4w)</td>
<td>Neuroanatomy (2w)</td>
</tr>
<tr>
<td>20</td>
<td>Dr Alaa Al-Deen Sayed Semary</td>
<td>Pelvis (2w)</td>
<td>Lower Limb (3w)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thorax (2w)</td>
</tr>
</tbody>
</table>

- Basic = 3 weeks  
- Abdomen = 6 weeks  
- Head and neck = 12 weeks  
- Thorax = 5 weeks  
- Lower limb = 6 weeks  
- Pelvis = 2 weeks  
- Neuroanatomy = 7 weeks
## Practical schedule and teaching staff

<table>
<thead>
<tr>
<th>Day</th>
<th>Second year (8:00 am - 11: am)</th>
<th>First year (2:00 pm - 5:00 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hall A</td>
<td>Hall A</td>
</tr>
<tr>
<td></td>
<td>Group (2) -Prof Dr Mahmoud Al-Najjar, -Prof Dr Abdel-Ma'boudEmara Ass. -Fayez, -Khidr -Yousif</td>
<td>Group (3) -Prof Dr Mokhtar Al-Assaly -Prof Dr Gamal Desouki Ass. -Mandour -Abdel Lateef -Gahin, -You</td>
</tr>
<tr>
<td>Sunday</td>
<td>Group (3) -Prof Dr Abdel-Aziz -Prof Dr SobhyEwais-Ass. -Fayez -Kamal -Mandour -Abdel Lateef -Agaba</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group (5) -Prof Dr Mohamed Ebada -Prof Dr HssainEmara -Dr AlaaSemary Ass. -Ashraf -Abdel Aziz -Gahin -Younis</td>
<td>Group (5) -Prof Dr Ahmed Mahler -Prof Dr YahiaYousof -Prof Dr Ahmed Sun'Allah Ass. -Demerdash -Kamal</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Group (4) -Prof Dr Mohamed Mustafa -Dr AlaaSemary Ass. -Ashraf -Abdel Aziz -Gahin -Younis</td>
<td>Group (1) -Prof Dr Ashraf Abel-Rahman Ass. -Arafat -Youiss -Abdel Aziz</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Group (5) -Prof Dr Ahmed Mustafa -Dr AlaaSemary Ass. -Kamal -Taiceer -Gahin</td>
<td>Group (1) -Prof Dr Mohamed Swailum - Prof Dr Mustafa Al-Gizawy Ass. -Demerdash -Kamal -Abdel Aziz</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Hall A: Hall A
- Hall B: Hall B
- First year (Malaysia): First year (Malaysia)
- Dentistry: Dentistry
- Pharmacy: Pharmacy
- Nursery: Nursery
Course specification 1st year student
Course specification

University: Al-Azhar University
Faculty: Faculty of medicine- Cairo
Department: Human Anatomy 2016 – 2017

1- Data of the course:

<table>
<thead>
<tr>
<th>Code: 07-102 – ant</th>
<th>Title of the course</th>
<th>Year: 1st year student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anatomy and general embryology for the 1st year of MBBCh program</td>
<td>Duration: 30 weeks</td>
</tr>
</tbody>
</table>

| Number of teaching unites: | Lectures: 150 hrs | Practical: 180 hrs |

Objective of the course:
The aim of this course is to help students to acquire the basic anatomical background and human embryology which they will need to function as physicians to acquire facilities with the anatomical terms used in discussions among medical professionals.

The course is designed to introduce the student to:

1- Medical terminology and methods used in gathering information.
2- Understanding of the structure and organization of the human body.
3- Basic anatomical structures of the body and how they are integrated to form functional units.
4- The correlation between structure and function.
5- An awareness of how anatomical knowledge may be applied effectively in clinical and scientific context.
6- The beginnings of an understanding of how to pursue independent and self-learning and how to communicate and work effectively in small groups.

2- Ilos

<table>
<thead>
<tr>
<th>A. Knowledge understanding</th>
<th>1- Describe the normal structure and function of human body and correlate structure the their function.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2- Describe the normal faces of growth and development of the human body.</td>
</tr>
<tr>
<td></td>
<td>3- Recognize the development of human abilities.</td>
</tr>
<tr>
<td></td>
<td>4- Identify the principle of genetics the role of genetics in</td>
</tr>
</tbody>
</table>
### B. Intellectual skills:

By the end of this course the student should be able to:

1. Interpret common normal diagnostic images of the lower limb.
2. Interpret common diagnostic images of the upper limb.
3. Apply the anatomical facts while examining the living subject in order to reach a proper diagnosis.
4. Identify the different surface markings and determine the position or course of internal structures.
5. Identify the different internal structures in cadavers and preserved specimens.

### C. Professional skills

1. Demonstrate, by inspection, palpation and percussion, important bony landmarks, muscles, tendons, blood vessels, nerves and viscera on the living body and interpret normal radiograms and C.T. scans of the body.
2. Use effective communication skills and provide intonation using effective nonverbal, explanatory, questioning, and writing skills.
3. Use appropriate techniques and effective skills for collaborating with and teaching fellow students, including strategies for teaching and learning small groups.
D. General skills

Develop concepts and sufficient understanding of the subject to be able to:

1- Pursue continuing medical education and develop habits of self-learning.
   2- Demonstrate a commitment to personalize professional ideals and plan for professional growth consistent with the Statement of academic integrity for Al Azhar Medical School, Cadaver respect.
   3- Respect Laboratory regulations and security.

3- course contents:

1- Anatomy of the Lower Limb
2- Anatomy of the Upper Limb
3- Anatomy of the Abdomen and Pelvis
4- General Embryology

4- Methods of teaching:

1- Lectures.
2- Pre-lab. and small group discussion
3- Practical sessions.
4- Museum

5- Students evaluations and assessments:

<table>
<thead>
<tr>
<th>a. Method of assessment:</th>
<th>1- MCQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2- OSPE, practical exam to assess the ability of the student to identify structures indicated on prosected specimens and on dry specimens (bone or plastinated specimens) and to respond to questions related to given structures.</td>
<td></td>
</tr>
<tr>
<td>3- Essay Qs to measure the ability of the students to identify and apply anatomical knowledge in a comprehensive written way.</td>
<td></td>
</tr>
<tr>
<td>4- Oral (problem solving) to assess the</td>
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</tbody>
</table>
ability of the students to identify and apply anatomical knowledge in a comprehensive oral way to identify and apply anatomical knowledge in a comprehensive oral way to identify and apply anatomical knowledge in a comprehensive oral way

| b. Time of assessment | Mid-year exam in January of the academic year  
| Final year exam in June of the academic year |

c. Allocated marks/Distribution | - Included in the 20% marks of the mid-year exam.  
| - Included in the 48% final exam.  
| - Included in the 16% oral exam.  
| - Included in the 16% practical exam.  
| Total marks: 250 marks. |

7- teaching books, notebooks, and reference:

| - books/ Notebooks: | Department books  
| رقم الإيداع 2015/525 | دار التمثيلي للطباعة |

| - references: | Gray’s anatomy  
| The anatomical basis of clinical practice. 41st ed, 2016 | Standring S, Elsevier  
| London. |

Coarse Coordinator  
Head of the department  

Prof. Dr. Mohamed A. Autifi  
2016 / 2017
Course specification 2nd year student
Course specification

University: Al-Azhar University

Faculty: Faculty of medicine- Cairo

Department: Hunan Anatomy 2016 – 2017

3- Data of the course:

<table>
<thead>
<tr>
<th>Code: 07-102 – ant</th>
<th>Title of the course</th>
<th>Year: 2nd year student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anatomy and general embryology for the 2nd year of MBBCh program</td>
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<table>
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<th>Number of teaching unites:</th>
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Objective of the course:

The aim of this course is to help students to acquire the basic anatomical background and human embryology which they will need to function as physicians to acquire facilities with the anatomical terms used in discussions among medical professionals.

The course is designed to introduce the student to:

8- Medical terminology and methods used in organization and identification of the structure of the human body.
9- Basic anatomical structures of the body and how they are integrated to form functional units.
10- The correlation between structure and function.
11- An awareness of how anatomical knowledge may be applied effectively in clinical and scientific context.
12- The beginnings of an understanding of how to pursue independent and self-learning and how to communicate and work effectively in small groups.
### E. Knowledge and understanding

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Describe the normal structure and function of the human body and correlate structure with their function.</td>
</tr>
<tr>
<td>13</td>
<td>Describe the normal faces of growth and development of the human body.</td>
</tr>
<tr>
<td>14</td>
<td>Recognize the development of human abilities.</td>
</tr>
<tr>
<td>15</td>
<td>Identify the principle of genetics the role of genetics in health and disease.</td>
</tr>
<tr>
<td>16</td>
<td>Recognize the surface landmarks and projection in physical examination and understand landmarks and internal structures.</td>
</tr>
<tr>
<td>17</td>
<td>Recognize the important individual human body structures correctly and comprehend the topographic anatomy of the regions of Head&amp;Neck..Thorax&amp;Neuroanatomy... by demonstration of previous dissected human cadavers and museum study.</td>
</tr>
<tr>
<td>18</td>
<td>Recognize the important joints of the body, their movements and muscle producing these movements.</td>
</tr>
<tr>
<td>19</td>
<td>Describe muscle groups, their actions, nerve supply and effect of common nerve injury.</td>
</tr>
<tr>
<td>20</td>
<td>Recognize the general plan of innervations of Muscles of Head&amp;Neck ..and Thorax Muscles,&amp;Viscera..</td>
</tr>
<tr>
<td>21</td>
<td>Awareness of common anatomical variation.</td>
</tr>
<tr>
<td>22</td>
<td>Describe early normal development of different systems and organs (Special embryology) and acquire information about common developmental anomalies.</td>
</tr>
</tbody>
</table>

### F. Intellectual skills:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Interpret common normal diagnostic images of Head&amp;Neck</td>
</tr>
<tr>
<td>7</td>
<td>Interpret common diagnostic images of the Thorax..Heart&amp;Lungs</td>
</tr>
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<td>8</td>
<td>Apply the anatomical facts while examining the living subject in order to reach a proper diagnosis.</td>
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<td>Identify the different surface markings and determine the position or course of internal structures.</td>
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G. Professional skills

<p>| | |</p>
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<tbody>
<tr>
<td>6-</td>
<td>Demonstrate, by inspection, palpation and percussion, important bony landmarks, muscles, tendons, blood vessels, nerves and viscera on the living body and interpret normal radiograms and C.T. scans of the body.</td>
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<td>7-</td>
<td>Use effective communication skills and provide intonation using effective nonverbal, explanatory, questioning, and writing skills.</td>
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<td>Use appropriate techniques and effective skills for collaborating with and teaching fellow students, including strategies for teaching and learning small groups.</td>
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<td>9-</td>
<td>Demonstrate a combination of knowledge, skills and attitudes necessary to function as a member of a team in both small group and large class settings.</td>
</tr>
<tr>
<td>10-</td>
<td>Use information technology to access on-line medical intonation and support their education.</td>
</tr>
</tbody>
</table>

H. General skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Develop concepts and sufficient understanding of the subject to be able to:</td>
</tr>
<tr>
<td>2-</td>
<td>Pursue continuing medical education and develop habits of self-learning.</td>
</tr>
<tr>
<td></td>
<td>2- Demonstrate a commitment to personalize professional ideals and plan for professional growth consistent with the Statement of academic integrity for Al Azhar Medical School, Cadaver respect.</td>
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<tr>
<td>3-</td>
<td>Respect Laboratory regulations and security.</td>
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</table>

3- course contents:

- Anatomy of the Head and neck
- Anatomy of the Thorax
- Neuroanatomy
- Special Embryology

4- Methods of teaching:

- Lectures.
- Pre-lab. and small group discussion
- Practical sessions.
- Museum
10- **Students evaluations and assessments:**

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<td>8- Oral (problem solving) to assess the ability of the students to identify and apply anatomical knowledge in a comprehensive oral way to indentify and apply anatomical knowledge in a comprehensive oral way</td>
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<thead>
<tr>
<th>e. Time of assessment</th>
<th>Mid-year exam in January of the academic year</th>
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<tbody>
<tr>
<td></td>
<td>Final year exam in June of the academic year</td>
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</table>

<table>
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<tr>
<th>f. Allocated marks/Distribution</th>
<th>Included in the 20% marks of the mid-year exam.</th>
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<td></td>
<td>Total marks: 250 marks.</td>
</tr>
</tbody>
</table>

13- **teaching books, notebooks, and reference:**

<table>
<thead>
<tr>
<th>- books/ Notebooks:</th>
<th>Department books</th>
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<tbody>
<tr>
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<td>رقم الإيداع 525/2015 دار التمني للطباعة</td>
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<th>- references:</th>
<th>Gray’s anatomy The anatomical basis of clinical practice. 41st ed, 2016 Standring S, Elsevier</th>
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<tbody>
<tr>
<td></td>
<td>London.</td>
</tr>
</tbody>
</table>

**Course Coordinate**

**Head of the department**

Prof. Dr. Mohamed A.Autifi.
MEDICAL STUDENTS ASSESSMENT
MEDICAL STUDENTS ASSESSMENT

Attendance criteria: The minimum acceptable attendance in the theoretical, practical and tutorial classes is 75%. Students fail to attend the required percentage will not be allowed to attend the final exam.

Assessment tool:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>Assessment of knowledge and understanding</td>
</tr>
<tr>
<td>Practical examination</td>
<td>Assessment of applied skills</td>
</tr>
<tr>
<td>Oral examination</td>
<td>Assessment of attitude, knowledge and understanding</td>
</tr>
<tr>
<td>Log book</td>
<td>Assessment of sharing in the overall activities during the academic year.</td>
</tr>
</tbody>
</table>

Assessment schedule:

A. Regular assessments at the end of each branch. These regular assessments represent in total at the end of the academic year 20% of the total mark.
B. Practical examination.
C. Oral examination.
D. Final examination: In June. Those who fail to pass the final exam or postpone it can enter the final exam re-held in September.

Grading system:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Marks allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular assessments</td>
<td>50</td>
</tr>
<tr>
<td>Final examination</td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>130</td>
</tr>
<tr>
<td>Oral</td>
<td>30</td>
</tr>
<tr>
<td>practical</td>
<td>40</td>
</tr>
</tbody>
</table>
A. The minimum passing score is 60% of the total mark (250 marks), provided that at least 30% (39 marks) are obtained in the written exam.

B. Passing grades are: Excellent ≥ 85%, very good 75% ≤ 85%, good 65% ≤ 75% and pass 60% ≤ 65%.

Examination description:

A. **Log book**: (attached at the end) must be completed during the year and every student should have:
   1. Attend at least 75% of the practical classes.
   2. Actively participated in discussions in tutorial classes.

B. **Examination**:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular assessments</td>
<td>Short essay exam</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>MCQ exam</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>A 3 hours written paper composed of short essay and different types of MCQ, matching, complete, &amp; data interpretations etc.</td>
<td>130</td>
</tr>
<tr>
<td>Practical exam</td>
<td>In this exam the student has to identify 20 different ligated or marked body structures</td>
<td>40</td>
</tr>
<tr>
<td>Oral exam</td>
<td>The student will be</td>
<td>30</td>
</tr>
</tbody>
</table>
MEDICAL STUDENTS INTENDED LEARNING OUTCOMES (ILOS)

A- Essential Knowledge
By the end of this course, all postgraduate students should be able to:
1- **Describe** the basic anatomical structure of the different organs and systems of the body.
2- **Enumerate** the different branches of nerves and vessels.
3- **Explain** the different stages of human development and growth.
4- **Explain** the causes of the congenital anomalies.

B- Intellectual Skills
By the end of the course student will be able to:
1- **Make** critical judgments based on a sound knowledge.
2- **Interpret** the normal anatomical structures on plain radio-graphs, ultra-Sonography (US), computerized axis topography (C.T. Scan) and magnetic resonance images (MRI).
3- **Correlate** his knowledge in embryology with clinical findings caused by errors in development.
4- **Recall** the beginning, course termination and minute branches of different nerves and vessels as well as actions of the different muscles.
5- **Outline** the major clinical applications of different organ of the body.
6- **Predict** clinical signs of nerve injuries based on their normal anatomy.

C- Practical and professional skills
1- **Draw** diagrams for different organs, vessels and nerves.
2- **Draw** various body structures as reflected on the surface of the body.
3- **Design** an anatomical model for different organs.
4- **Learn** proper use of models.
5- **Assemble** the different internal structures in models.

D- General and transferable skills
By the end of the course the student will be able to:
1- **Use** internet in research and communications.
2- **Learn** how to work as part of a team.
3- **Recognize** the scope and limits of their role as students and the necessity to collaborate with others.
4- **Maintain** a professional image concerning behaviour, dress and speech.

5- **Manage** the time in their study and future career.
COURSE SPECIFICATION
COURSE SPECIFICATION

COURSE CONTENTS

(A) Basic Human Anatomy

Chapter (1): INTRODUCTION
- Fields of anatomy
- Levels of organization of human body
- Anatomical position
- Anatomical planes
- Anatomical terms

Chapter (2): INTEGUMENTARY SYSTEM
- Skin
- Superficial fascia
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Chapter (3): SKELETAL SYSTEM
- Human skeleton
- Types of bones
- Arterial supply of long bone
- Nerve supply of long bone
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- Joints
- Types of synovial joints
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- Types of muscles
- Structure of skeletal muscle
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Chapter (5): NERVOUS SYSTEM
- Structure of neuron
- Types of neuron
- Central nervous system
- Peripheral nervous system
- Autonomic nervous system

Chapter (6): DIGESTIVE SYSTEM
- Mouth
• Pharynx - esophagus - stomach
• Small intestine - Large intestine
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Chapter (7): CRDIOVASCULAR SYSTEM
• Heart
• Blood vessels
• Blood circulation

Chapter (8): LYMPHATIC SYSTEM
• Lymphatic organs

Chapter (9): RESPIRATORY SYSTEM
• Nose - nasal cavity
• Pharynx
• Larynx - trachea - bronchi
• Lungs

Chapter (10): ENDOCRINE GLANDS
• Pituitary gland – pineal gland
• Thymus - thyroid - parathyroid
• Adrenal glands - pancreas - gonads

Chapter (11): URINARY SYSTEM
• Kidneys
• Ureter - urinary bladder

Chapter (12): REPRODUCTIVE SYSTEM
• Male reproductive system
• Female reproductive system

(B) **Head and Neck**
- Anatomy of the skull, mandible and cervical vertebrae
- Anatomy of scalp and face.
- Tempromandibular joint (TMJ)
- Temporal and infra-temporal fossae and their contents
- Cranial cavity (formation, meninges and Dural venous sinuses).
- Salivary glands
- Oral cavity and pharynx
- Triangles of the neck (posterior, anterior and suboccipital triangles).
- Cranial nerves (V, VII, IX, XII)
- Larynx
- Sympathetic and para-sympathetic ganglia of the head and neck

(C) **Embryology**
- Development of the skull and mandible
- Development of the pharyngeal arches
- Development of the Oral Cavity (Palate and Tongue)
- Development of the face
DENTISTRY STUDENTS ASSESSMENT
DENTISTRY STUDENTS ASSESSMENT

Attendance criteria: The minimum acceptable attendance in the theoretical, practical and tutorial classes is 75%. Students fail to attend the required percentage will not be allowed to attend the final exam.

Assessment tool:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
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</tr>
<tr>
<td>Practical examination</td>
<td>Assessment of applied skills</td>
</tr>
<tr>
<td>Oral examination</td>
<td>Assessment of attitude, knowledge and understanding</td>
</tr>
<tr>
<td>Course work</td>
<td>Assessment of sharing in the overall activities during the academic year.</td>
</tr>
</tbody>
</table>

Assessment schedule:

A. Final written examination: In June. Those who fail to pass the final exam or postpone it can enter the final exam re-held in September.
B. Final Practical examination.
C. Final Oral examination.

Grading system:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Marks allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course work</td>
<td>20</td>
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<tr>
<td>Final examination</td>
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</tr>
<tr>
<td>Written</td>
<td>50</td>
</tr>
<tr>
<td>Oral</td>
<td>15</td>
</tr>
<tr>
<td>practical</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
A. The minimum passing score is 60% of the total mark (100 marks), provided that at least 30% (30 marks) are obtained in the written exam.

B. Passing grades are: Excellent $\geq 85\%$, very good $75\% \leq 85\%$, good $65\% \leq 75\%$ and pass $60\% \leq 65\%$.

**Examination description:**

**A. Course work:** every student should have:

3. Attended at least 75% of the practical classes.

4. Actively participated in discussions in tutorial classes.

**B. Examination:**

<table>
<thead>
<tr>
<th>Examination</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course work assessments</strong></td>
<td>Short essay exam</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MCQ exam</td>
<td></td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>A 3 hours written paper composed of short essay questions</td>
<td>50</td>
</tr>
<tr>
<td><strong>Practical exam</strong></td>
<td>In this exam the student has to identify 20 different ligated or marked body structures</td>
<td>15</td>
</tr>
<tr>
<td><strong>Oral exam</strong></td>
<td>The student will be examined by one examiner (1 setting).</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
</tr>
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</table>
DENTISTRY STUDENTS INTENDED LEARNING OUTCOMES (ILOS)

A- Essential Knowledge
By the end of this course, all postgraduate students should be able to:
1- **Describe** the basic anatomical structure of the different organs and systems of the body.
2- **Enumerate** the different branches of nerves and vessels.
3- **Explain** the different stages of human development and growth.
4- **Explain** the causes of the congenital anomalies.

B- Intellectual Skills
By the end of the course student will be able to:
1- **Make** critical judgments based on a sound knowledge.
2- **Interpret** the normal anatomical structures on plain radio-graphs, ultra-Sonography (US), computerized axis topography (C.T. Scan) and magnetic resonance images (MRI).
3- **Correlate** his knowledge in embryology with clinical findings caused by errors in development.
4- **Recall** the beginning, course termination and minute branches of different nerves and vessels as well as actions of the different muscles.
5- **Outline** the major clinical applications of different organ of the body.
6- **Predict** clinical signs of nerve injuries based on their normal anatomy.

C- Practical and professional skills
1- **Draw** diagrams for different organs, vessels and nerves.
2- **Draw** various body structures as reflected on the surface of the body.
3- **Design** an anatomical model for different organs.
4- **Learn** proper use of models.
5- **Assemble** the different internal structures in models.

D- General and transferable skills
By the end of the course the student will be able to:
1- **Use** internet in research and communications.
2- **Learn** how to work as part of a team.
3- **Recognize** the scope and limits of their role as students and the necessity to collaborate with others.
4- **Maintain** a professional image concerning behaviour, dress and speech.
5- **Manage** the time in their study and future career
PHARMACEUTICAL STUDENTS
COURSE SPECIFICATION
COURSE CONTENTS

Basic Human Anatomy:

Chapter (1): INTRODUCTION
- Fields of anatomy
- Levels of organization of human body
- Anatomical position
- Anatomical planes
- Anatomical terms

Chapter (2): INTEGUMENTARY SYSTEM
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Chapter (11): URINARY SYSTEM
• kidneys
• Ureter - urinary bladder

Chapter (12): REPRODUCTIVE SYSTEM
• Male reproductive system
• Female reproductive system
PHARMACEUTICAL STUDENTS ASSESSMENT
ASSESSMENT

Attendance criteria: The minimum acceptable attendance in the theoretical, practical and tutorial classes is 75%. Students fail to attend the required percentage will not be allowed to attend the final exam.

Assessment tool:

<table>
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<tr>
<th>Tool</th>
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</tr>
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Assessment schedule:

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<tbody>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td></td>
<td>practical</td>
</tr>
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B. Passing grades are: Excellent $\geq$ 85%, very good 75% $\leq$ 85%, good 65% $\leq$ 75% and pass 60% $\leq$ 65%.

**Examination description:**

C. **Course work:** every student should have:
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D. **Examination:**

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<td>In this exam the student has to identify 20 different ligated or marked body structures</td>
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</tr>
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NURSERY STUDENTS
COURSE SPECIFICATION
COURSE CONTENTS

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• Lymphatic organs

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• Nose - nasal cavity
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ASSESSMENT
ASSESSMENT

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<thead>
<tr>
<th>Examination</th>
<th>Marks allocated</th>
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<tbody>
<tr>
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<td>Final examination</td>
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<tr>
<td>Written</td>
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</tr>
<tr>
<td>Oral</td>
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</tr>
<tr>
<td>practical</td>
<td>..............</td>
</tr>
<tr>
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</tr>
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<table>
<thead>
<tr>
<th>Examination</th>
<th>Description</th>
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<th>Fourth year</th>
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<tr>
<td>assessments</td>
<td>MCQ exam</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>30</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td>30</td>
<td>50</td>
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NURSERY

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