

# Course Specification

## (2025)

### 1. Basic Information

Course Title (according to the bylaw)	Tropical medicine and infectious diseases			
Course Code (according to the bylaw)	MED2 4102-TROP			
Department/s participating in delivery of the course	Tropical medicine and infectious diseases department			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify)	Total
	10	24	16	2 points (50h)
Course Type	اجباري			
Academic level at which the course is taught	الفرقة/المستوي الرابع			
Academic Program	Medicine and Surgery Bachelor Program – Credit Point MSBP -CP			
Faculty/Institute	Faculty of Medicine			
University/Academy	Tanta University			
Name of Course Coordinator	Amal Dwidar			
Course Specification Approval Date	9/7/2025			

Course Specification Approval (Attach the decision/minutes of the department /committee/council ....)

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

Tropical medicine and infectious diseases is the medical subspecialty dealing with the prevention, diagnosis, and treatment of infectious diseases ,it also covers travel medicine, as well as diseases endemic in Egypt particularly hepato-gastrointestinal disease.

## 3. Course Learning Outcomes CLOs

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

Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		Course Learning Outcomes Upon completion of the course, the student will be able to:	
Code	Text	Code	Text
1	<b>Competency Area I: The graduate as a health care provider</b>		
1.1	<b>Take and record a structured, patient centered history.</b>	1.1.1	Recognize necessary English and Arabic language medical terminology for appropriate learning and communication
		1.1.2	Apply and document a complete or focused medical history in term of symptoms related to infection and hepato-gastroenterology.
		1.1.3	Arrange patient's symptoms and physical signs in terms of anatomic, pathologic and functional diagnostic significances in a professional medical sheet
1.2	<b>Adopt an empathic and holistic approach to the patients and their problems.</b>	1.2.1	Treat the patient in an ethical manner during history taking and physical examination respecting their values, age and sex.
1.4	<b>Perform appropriately timed full physical examination of patients appropriate to the age, gender, and clinical presentation of the patient.</b>	1.4.1	Perform a complete and focused general and local abdominal examination including inspection, palpation, percussion and auscultation, in a timely and ethical manner.
		1.4.2	Design a differential diagnosis plan for patients with Pyrexia of unknown origin

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<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
		<b>1.4.3</b>	Discuss etiology of infectious and noninfectious causes of hepatosplenomegaly
		1.4.4	Identify and differentiate types of jaundice
		1.4.5	Discriminate infectious and non-infectious causes of diarrhea and dysentery.
		1.4.6	Estimate the degree of consciousness of a patient and classify causes of disturbed consciousness especially of infectious and metabolic causes.
		1.4.7	Test for ascites clinically and put an appropriate differential diagnosis for its possible etiology.
<b>1.6</b>	<b>Select the appropriate investigations and interpret their results taking into consideration cost/effectiveness factors.</b>	1.6.1	Point out the most appropriate and cost-effective diagnostic laboratory investigations (hematological, biochemical, pathological and imaging) for different infectious and endemic hepato-gastrointestinal diseases.
		1.6.2	Interpret the results of different serological, biochemical and imaging investigations in context of clinical scenario to reach a final diagnosis
<b>1.7</b>	<b>Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.</b>	1.7.1	Identify factors including social and cultural that place individuals at risk for disease or infection and determine strategies for appropriate response
		1.7.2	Recognize ambiguity in the field regarding decision making by weighing benefits and risks, discussing options, and making a shared decision
<b>1.8</b>	<b>Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand.</b>	1.8.1	Express systemic thinking and personal judgment in clinical problem solving (PBL: Problem Based Learning)
		1.8.2	Construct a sheet including the patient's symptoms and physical signs with a provisional and differential diagnosis. suggesting the most appropriate cost-effective investigations.
<b>1.9</b>	<b>Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library</b>	1.9.1	Search for relevant information and guidelines helpful in solving clinical problems (Web-based learning, Self-learning and PBL).

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<b>Code</b>	<b>Text</b>	<b>Code</b>	<b>Text</b>
	<b>resources, to help solve a clinical problem based on evidence (EBM)</b>	1.9.2	Analyze and interpret information to formulate evidence-based management plans for various clinical problems.
1.10	<b>Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.</b>	1.10.1	Analyze the complaints of the patient and interpret the present, past and family history to form a provisional diagnosis.
		1.10.2	Recognize the correct methods of examination and their significance in approach to the disease.
		1.10.3	Integrate components of the medical sheet within the clinical context to formulate a reasonable provisional or most probable differential diagnosis.
		1.10.4	Interpret patient investigations and recommend appropriate further tests in the context of the provisional and differential diagnoses.
1.13	<b>Establish patient-centered management plans in partnership with the patient, using Evidence Based Medicine in management decisions.</b>	1.13.1	Apply main evidence-based guidelines for management of different diseases studied during the course
		1.13.2	Apply shared decision-making principles and incorporate patient values into management plans across various studied topics.
2	<b>Competency Area II: The graduate as a health promoter</b>		
2.1	<b>Identify the basic determinants of health and principles of health improvement.</b>	2.1.1	Identify biological, behavioral, social, and environmental determinants of common infectious diseases
		2.1.2	Recognize the basic principles of health promotion, prevention and control of common infectious diseases.
2.4	<b>Identify the major health risks in his/her community, including demographic, occupational and environmental risks, endemic diseases, and prevalent chronic diseases.</b>	2.4.1.	Identify the risk and describe preventive measures for common and endemic infectious diseases such as typhoid fever, brucellosis, viral hepatitis, schistosomiasis, toxoplasmosis, malaria, meningitis, coronaviruses and influenza viruses.
		2.4.2.	List the risks and describe preventive methods for infective diarrhea.
2.5	<b>Describe the principles of disease prevention, and</b>	2.5.1.	Describe the principles of infectious disease prevention and participate in awareness

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	<b>empower communities, specific groups or individuals by raising their awareness and building their capacity.</b>		campaigns organized by the Infectious Diseases Counselling Clinic, either through on-site volunteering or by designing simplified health promotion materials such as posters and flyers.
<b>2.6</b>	<b>Recognize the epidemiology of common diseases within his/her community and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.</b>	<b>2.6.1</b>	Identify the epidemiological indices, evolution, demography and biological variability of viral, bacterial, protozoal and helminthic infections common to Egypt and the Middle East.
<b>3</b>	<b>Competency Area III: The graduate as a professional</b>		
<b>3.1</b>	<b>Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.</b>	<b>3.1.1.</b>	Listen attentively and communicate clearly, sensitively, and effectively with patients and their carers, adopting an empathetic approach to their concerns and needs. (Clinical teaching)
		<b>3.1.2.</b>	Respect patients' rights during examination and uphold their values in proposed management decisions. (Clinical teaching)
		<b>3.1.3</b>	Communicate effectively with colleagues from a variety of health and social care professions. (Clinical teaching)
<b>3.3</b>	<b>Respect the different cultural beliefs and values in the community they serve.</b>	<b>3.3.1.</b>	Respect the different cultural beliefs and values in the community they serve. (Clinical teaching)
<b>3.5</b>	<b>Ensure confidentiality and privacy of patients' information.</b>	<b>3.5.1</b>	Respect privacy of the patients, and share their information only with authorized persons (Clinical teaching)
<b>4</b>	<b>Competency Area IV: The graduate as a scholar and scientist</b>		
<b>4.5</b>	<b>Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the</b>	<b>4.5.1.</b>	Identify the clinical presentation, natural history, pathogenesis, and complications of common infectious illnesses
		<b>4.5.2.</b>	Recognize the management plans for common infectious diseases, with emphasis on the importance of risk factors, surveillance,

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	<b>ways in which they operate on the body (pathogenesis).</b>		and screening in their prevention and early detection.
		4.5.3.	Distinguish between infectious and noninfectious causes of common symptoms in the context of a given clinical scenario.
4.7	<b>Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication; and effects on the population.</b>	4.7.1.	Discuss the pharmacological therapy of taught diseases with respect to drug effects, dosage, drug-drug interactions and adverse reactions.
4.8	<b>Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities, including imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests.</b>	4.8.1	Interpret some diagnostic modalities including biochemical blood tests, hematological tests, serology, molecular techniques, PCR, ascitic fluid analysis, and CSF analysis.
5	<b>Competency Area V: The graduate as a member of the health team and the health care system</b>		
5.1	<b>Recognize the important role played by other health care professions in patients' management.</b>	5.1.1	Recognize the important role played by other health care professions in the patients' management (clinical teaching).
5.2	<b>Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities and engaging in shared decision-making for effective patient management.</b>	5.2.1	Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities (PBL)
5.3	<b>Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner</b>	5.3.1	Implement collaborative teamwork during small group teaching (PBL).

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	that supports collaborative work.		
5.4	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.	5.4.1	Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system (PBL).
6	<b>Competency Area VI: The graduate as a lifelong learner and researcher</b>		
6.3	Identify opportunities and use various resources for learning.	6.3.1	Use his official email to navigate the Egyptian knowledge bank (EKB) and other learning sources (Web-based learning).
		6.3.2	Communicate effectively with colleagues and teachers on Microsoft teams (during online lectures).
6.4	Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.	6.4.1	Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective professional development through Problem-Based Learning (PBL), Self-Directed Learning (SDL), group assignments And participation in health promotion campaigns, and attendance at scientific events and conferences as part of Continuing Medical Education (CME) as extracurricular activities included in portfolio
6.6	Effectively manage learning time and resources and set priorities.	6.6.1	Fulfill assigned responsibilities promptly and efficiently (PBL and assignments).

#### 4. Teaching and Learning Methods

- 1- Direct contact and online lectures
2. CBL
  - Real ward clinical observations
  - Clinical examination training classes
  - Assignments “Real patient clinical examination and written report with feed back”
3. PBL
4. SDL “incision academy”
5. Portfolio including intra and extracurricular activities

## 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 (CBS) Clinical rounds	Self-learning (Tasks/Assignments/Projects/...)	Other (PBL)
<p>These activities are to be repeated for 8 groups per semester</p> <p>Each group will attend the department for 6 days for teaching and one day for examination through 3 weeks</p> <p><b>G1 will attend the department at weeks 19-21</b></p>	<b>Orientation and course specification</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Viral hepatitis and needle injury</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Sequelae of viral hepatitis (hematemesis, ascites, jaundice, HCC)</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Spontaneous bacterial peritonitis &amp; HRS</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Infectious causes of jaundice (fascioliasis, hydatid disease, cholangitis)</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Schistosomiasis and its sequel (PHN, hypersplenism)</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Pyrexia of unknown origin</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Typhoid</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Brucellosis</b>	<b>0.5</b>	<b>0.5</b>			
	<b>HIV and opportunistic infections</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Malaria</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Leshmaniasis and Toxoplasmosis</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Meningitis</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Rabies</b>	<b>0.5</b>	<b>0.5</b>			
	<b>Tetanus</b>	<b>0.5</b>	<b>0.5</b>			
<b>Intestinal helminths</b>	<b>0.5</b>	<b>0.5</b>				
<b>Intestinal protozoa</b>	<b>0.5</b>	<b>0.5</b>				

	Infectious diarrhea (dysentery, travellers diarrhea, PMC)	0.5	0.5			
	Emerging infections (SARS, COVID)	0.5	0.5			
	Influenzas (seasonal, avian, swine)	0.5	0.5			
	Case of fever	3		3		
	Case of watery diarrhea	3		3		
	Case of hepatic encephalopathy	3		3		
	Case of hepatosplenomegaly	3		3		
	Case of jaundice	3		3		
	Case of ascites	3		3		
	1 <sup>st</sup> session of 3 PBL	1		1		
	Case of meningitis	3		1	1	1
	Case of pyrexia unknown origin	3		1	1	1
	Case of bloody diarrhea	3		1	1	1
	Study 6 cases and write their sheets	6			6	
	Perform incision academy training and get certificates	4			4	
	total	48.5	10.5	22	13	3
	Exam	1.5				
<b>Total of the course</b>		<b>50</b>				

## 5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Exam 1 written SAQs (quiz)	The table of 4 <sup>th</sup> grade teaching is	4	10%
2	Exam 2 written MCQs (midterm)		4	10%
3	Final Written Exam		12	30%

4	Final Clinical Exam (OSPE,OSCE)	annexed to clarify timing of each group	12	30%
5	Assignments (6sheets), Logbook PBL, Incision academy courses, Portfolio		8	20%
	total		40	100%

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

## 6. Learning Resources and Supportive Facilities \*

Learning resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	-Lecture notes of the department Available for download on the department page of the university website. Registration number: 14773/2016 ISBN: 978 977 904 076 9 <b>Web site:</b> <a href="http://www.tanta.edu.eg/faculties/medicine/departments/tropical">www.tanta.edu.eg/faculties/medicine/departments/tropical</a>  - Glynn, M., and Drake, M.D. (2012): Hutchison's clinical methods: An Integrated Approach to Clinical Practice 23 <sup>rd</sup> ed. Edinburgh: Saunders. -Kumar, P. J., & Clark, M. L. (2017); Kumar & Clark clinical medicine 9 <sup>th</sup> ed. Edinburgh: Saunders.
	Other References	<ul style="list-style-type: none"> <li>● Beeching, N. and Gill, G. (2014): Tropical Medicine, lecture notes 7<sup>th</sup> ed. Wiley Blackwell.</li> <li>● Macleod, J. G., Japp, A. G., Robertson, C., Hennessey, I. A. M., &amp; Elsevier (Amsterdam). (2013). Macleod's clinical diagnosis. Edinburgh: Churchill Livingstone/Elsevier.</li> </ul>
	Electronic Sources (Links must be added)	<b>Recorded lectures</b>
	Learning Platforms (Links must be added)	<b>Microsoft teams channel</b>
	Other (to be mentioned)	<a href="http://www.CDC.gov">www.CDC.gov</a> .
Supportive facilities & equipment for teaching and learning *	Devices/Instruments	White board. Audiovisual aid (data shows). Computers and internet of faculty electronic library
	Supplies	Rooms for small group teaching.
	Electronic Programs	Microsoft teams
	Skill Labs/ Simulators	-

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	<b>Virtual Labs</b>	<b>Bed side teaching and patient wards of the department (Tanta University Hospitals)</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**

Dr Amal Dwidar  
Dr Mona Arafa

**Name and Signature  
Program Coordinator**  
Prof Mona aboelnoor????