



Neurology and Psychiatry
Department
Faculty of Medicine
Faculty of Medicine

***Medical Doctorate (M.D.) Degree Program
and Courses Specifications for Psychiatry***

(According to currently applied Credit point bylaws)

***Neurology and Psychiatry
Department
Faculty of Medicine
Assiut University
2021-2022/2022-2023***

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Assiut University
Faculty of Medicine
Quality Assurance Unit (QAU)



M. D. degree of Psychiatry

A. Basic Information

- + **Program Title: M. D. degree of Psychiatry**
- + **Nature of the program: Single.**
- + **Responsible Department: Neurology and Psychiatry**
Department- Faculty of Medicine- Assiut University.
- + **Program Academic Director (Head of the Department):**
Prof. Dr.Alaa Darweish.

- + **Coordinator (s):**
Principle coordinator: Prof. Dr. Khaled Ahmed El Beih.
- Assistant coordinator (s):Prof. Dr. Yasser El Serogy.
Prof. Dr.Hossam Khalifa.

- + **Internal evaluators:** Professor Dr.Alaa Darweish.
External evaluator This year:
Prof Dr. Tark Abdel Gawad , El Kaser ELEainey.
+ Prof. Dr. Heamiud Moustafa Sohag University.

- + **Date of Approval by the Faculty of Medicine Council of Assiut University: 23-9-2014**
- + **Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University: 27-11-2022.**
- + **Total number of courses: Obligatory 7 courses**
First part: 6 courses.
Second part: 1course
Two elective courses

B. Professional Information

1- Program aims

1/1 To enable candidates to keep with international update standards of patients care of psychiatric disorders by mastering high level of clinical skills, bedside patient care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of common, infrequent, and rare psychiatric disorders, common and infrequent psychiatric emergencies, diagnostic tools of psychophysiology studies and enabling the candidates of making appropriate referrals to a sub-specialist for consultation or intervention.

1/2-Provide candidate with fundamental updated details knowledge of psychiatric disorders emergencies

1/3.To enable candidates to select methodology and perform high standard scientific medical research with ethical issues and how to proceed with publication in indexed medical journals.

1/4. To enable them to have professional careers as a consultant in Egypt.

1/5- To enable them recognized as a consultant abroad.

1/6-To enable them to continue self learning in subspecialties.

1/7-To enable them to master different research methodology and do their own.

2-Intended learning outcomes (ILOs)
for the whole program:

2/1 Knowledge and understanding:

- A. Demonstrate in-depth knowledge and understanding of theories, basics and updated biomedical, clinical epidemiological and socio – behavioral science relevant to Psychiatry as well as the evidence – based application of this knowledge to patient care.
- B. Explain basics, methodology, tools and ethics of scientific medical, clinical research.
- C. Mention ethical, medico logical principles and bylaws relevant to his practice in the field of Psychiatry.
- D. Mention principles and measurements of quality assurance and quality improvement in medical education and in clinical practice of the concerned Psychiatry.
- E. Mention health care system, public health and health policy, issues relevant to this speciality and principles and methods of system – based improvement of patient care in common health problems of the field of Psychiatry

2/2 Intellectual outcomes

- A. Apply the basic and clinically supportive sciences which are appropriate to the Psychiatry related conditions / problem / topics.
- B. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Psychiatry.
- C. Plan research projects.
- D. Write scientific papers.
- E. Participate in clinical risk management as a part of clinical governance.
- F. Plan for quality improvement in the field of medical education and clinical practice in Psychiatry.
- G. Create / innovate plans, systems, and other issues for improvement of performance in his practice in Psychiatry.
- H. Present and defend his / her data in front of a panel of experts.
- I. Formulate management plans and alternative decisions in different situations in the field of the Psychiatry.

2/3 Skills

2/3/1 Practical skills (Patient Care)

- A. Provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. *p.s.* Extensive level means in-depth understanding from basic science to evidence – based clinical application and possession of skills to manage independently all Psychiatry problems in field of practice.
- B. provides extensive level of patient care for patients with all common diagnoses and for uncomplicated procedures related to Psychiatry.
- C. provides extensive level of patient care for non-routine, complicated Psychiatry patients and under increasingly difficult circumstances, while demonstrating compassionate, appropriate and effective care.
- D. Perform diagnostic and therapeutic procedures considered essential in the field of Psychiatry.
- E. Handles unexpected complications, while demonstrating compassion and sensitivity to Psychiatry patient needs and concerns.
- F. Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families in the Psychiatry related situations.
- G, Gather essential and accurate information about patients of the Psychiatry related conditions.
- H. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences,

up-to-date scientific evidence and clinical judgment for the Psychiatry related conditions.

- I. Develop and carry out patient management plans for Psychiatry related conditions.
- J. Counsel and educate patients and their families about speciality related conditions.
- K. Use information technology to support patient care decisions and patient education in all Psychiatry related clinical situations.
- L. Perform competently all medical and invasive procedures considered essential for the Psychiatry related conditions / area of practices.
- M. Provide health care services aimed at preventing the Psychiatry related health problems.
- N. Lead health care professionals, including those from other disciplines, to provide patient-focused care in Psychiatry related conditions.
- O. Write competently all forms of Psychiatry patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)

2/3/2 General skills

Including:

- Practice-based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

Practice-Based Learning and Improvement

- A. Demonstrate the competency of continuous evaluation of different types of care provision to Psychiatry patients in the different area of his field
- B. Appraise scientific evidence.
- C. Continuously improve patient care based on constant self-evaluation and life-long learning in Psychiatry.
- D. Participate in clinical audit and research projects.
- E. Practice skills of evidence-based Medicine (EBM).
- F. Educate and evaluate students, residents and other health professionals.
- G. Design logbooks.
- H. Design clinical guidelines and standard protocols of management in Psychiatry.
- I. Appraise evidence from scientific studies related to the Psychiatry patients' health problems.

J. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies.

K. Use information technology to manage information, access on-line medical information; for the important topics.

Interpersonal and Communication Skills

L. Master interpersonal and communication skills that result in the effective exchange of information and collaboration with Psychiatry patients, their families, and health professionals, including:-

- Present a case.
- Write a consultation note.
- Inform patients of a diagnosis and therapeutic plan completing and maintaining comprehensive.
- Timely and legible medical records.
- Teamwork skills.

M. Create and sustain a therapeutic and ethically sound relationship with Psychiatry patients.

N. Elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.

O. Work effectively with others as a member or leader of a health care team or other professional group.

Professionalism

- P. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of Psychiatry patients and society.

- Q. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.

- R. Demonstrate sensitivity and responsiveness to Psychiatry patients' culture, age, gender, and disabilities.

Systems-Based Practice

- S. Work effectively in health care delivery settings and systems related to Psychiatry including good administrative and time management.

- T. Practice cost-effective health care and resource allocation that does not compromise quality of care.

- U. Advocate for quality patient care and assist Psychiatry patients in dealing with system complexities.

- V. Design, monitor and evaluate specification of under and post graduate course and programs.

- W. Act as a chair man for scientific meetings including time management.

3- Program Academic Reference Standards (ARS) (Annex 2)

Academic standards for Medical Doctorate (MD) degree in Psychiatry

Assiut Faculty of Medicine developed MD degree programs' academic standards for different clinical specialties.

In preparing these standards, the General Academic Reference Standards for post graduate programs (GARS) were adopted. These standards set out the graduate attributes and academic characteristics that are expected to be achieved by the end of the program.

These standards were approved by the faculty council on 20/3/2010. These standards were revised and approved without changes by the Faculty Council on 23-9-2014. These standards were recently revised and reapproved without changes by the Faculty Council on 27-11-2022.

4- Program External References(Benchmarks)

1.ACGME (Accreditation Council for Graduate Medical Education).

http://www.acgme.org/acWebsite/navPages/nav_Public.asp

2. Ph.D. Psychiatry Cambridge University in UK

<http://www.postgraduatesearch.com/university-of-cambridge/51536532/postgraduate-course.htm#acoursedesc>

Comparison between program and external reference		
Item	Assiut University, Faculty of Medicine MEDICAL doctorate of degree Psychiatry	Ph.D. Psychiatry Cambridge University in UK
Goals	Matched	Matched
ILOS	Matched	Matched
Duration	4-6 years	3 years
Requirement	Different	Different
Program structure	Different(no subspeciality)	Different(should select subspeciality)
Out patient skills	Gained as part of Psychiatric Modules, not as a separate course.	Gained as a separate course according to selective subspeciality.

- Out patient skills are gained as part of Psychiatry modules

5- Program Structure

A. Duration of program: 4-6 years

B. Structure of the program:

Total number of credit points: = 420 CP

Master degree: 180 credit point

Didactic #: 37 (23.1%), practical 123 (76.9%), total 160 CP

Thesis and researches: 80 CP (33.3%)

First part

Didactic 10 (100%), practical 0 (0 %), total 10 CP

Second part

Didactic 24, (16.3 %), practical 123 (83.7 %), total 147 CP

Elective courses: 3 credit points

#Didactic (lectures, seminars, tutorial)

According the currently applied bylaws:

Total courses: 160 credit point

Compulsory courses: 157 credit point (98.1%)

Elective courses: 3 credit point (1.9%)

	Credit point	% from total
Basic science courses	10	4.1%
Humanity and social courses	3	1.2%
Speciality courses	147	61.3%
Others (Computer, ...)	-	0
Field training	123	51.3%
Thesis	40	16.7%
2 published researches	40	16.7%
Master degree	180	

C- Program Time Table

Duration of program 4 years divided into

- Part 1

Program-related essential courses

- Medical statistic
- Research methodology
- Medicolegal Aspects and Ethics in Medical Practice and Scientific Research

Students are allowed to sit the exams of these courses after 6 months from applying to the M D degree.

Students are allowed to sit the exams of the remaining basic science courses after 12 months from applying to the MD degree.

Thesis and 2 published researches

For the M D thesis;

MD thesis subject should be officially registered within 1 year from application to the MD degree,

Discussion and acceptance of the thesis should not be set before 24 months from registering the M D subject;

It could be discussed and accepted either before or after passing the second part of examination

- Part 2

Program –related speciality courses and ILOs

Students are not allowed to sit the exams of these courses before 4 years from applying to the MD degree.

Two elective courses can be set during either the 1st or 2nd parts.

The students pass if they get 50% from the written exams and 60% from oral exams, 60% from clinical /practical exams of each course and 60% of summation of the written exams, oral and clinical/practical exams of each course

Total degrees 1700 marks.

500 marks for first part

1200 for second part

Written exam 40% - 70%.

Clinical /practical and oral exams 30% - 60%.

D- Curriculum Structure: (Courses):

✚ Levels and courses of the program:

Courses and student work load list	Course Code	Core Credit points		
		Lectures	training	total
First Part				
Basic science courses (10 CP)				
Course 1: Medical statistics.	FAC309A	1		1
Course 2: Research methodology	FAC309B	1		1
Course 3: Medicolegal Ethics in Medical Practice and Scientific Research	FAC310C	1		1
Course 4: Neurophysiology and Neuropsychopharmacology	PSY320A#	2.5		2.5
Course 5: Psychology & Psychopathology	PSY320B	2.5		2.5
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders .	PYS320C#	2		2
Elective courses*		3 CP		
- Elective course 1				
- Elective course 2				
Thesis		40 CP		
Published researches**		40 CP		
Second Part		Speciality courses 24 CP		
Course 7: Psychiatry		Speciality Clinical Work (log Book) 123 CP		
Speciality Courses Course 7: Psychiatry	PSY320D	24		24
Speciality Clinical Work (123 CP)	PSY320D		123	123
Total of second part	PSY320D	24	123	147

#Didactic (lectures, seminars, tutorial)

* Elective courses can be taken during either the 1st or 2nd parts.

Student work load calculation:

Work load hours are scheduled depending on the type of activities and targeted competences and skills in different courses

Elective Courses#:

- Advanced medical statistics.
- Evidence based medicine.
- Advanced infection control.
- Quality assurance of medical education.
- Quality assurance of clinical practice.
- -Hospital management

Two of the above mentioned courses are prerequisites for fulfillment of the degree.

3. Thesis / Researches:

40 CP are appointed to the completion and acceptance of the thesis.

** Another 40 points are appointed to acceptance or publication of one research from the thesis in international indexed medical journals or publication of 2 researches from the thesis in local specialized medical journals.

Module/ Units' Titles' list	% from total Marks	Level (Year)	Core Credit points		
			Didactic	training	Total
-Module 1 Psychiatric disorders.	50%	1,2,3,4	12	65	77
-Module 2 Psychiatric emergencies.	12.5%	1,2,3,4	3	14.5	17.5
-Module 3 Interventional Psychiatry and Neuroimaging.	12.5%	2,3,4	3	14.5	17.5
-Module 4 :Addiction.	12.5%	1,2,3,4	3	14.5	17.5
- Module 5 :Psychometry Lab	12.5%	1,2,3,4	3	14.5	17.5
Total (5 modules)	100%	1,2,3,4	24	123	147

6. Courses Contents (Annex 1)

The competency based objectives for each course/module/rotation are specified in conjunction with teaching/training methods, requirements for achieving these objectives and assessment methods.

See Annex 1 for detailed specifications for each course/ module Annex 6 II: Program Matrix

7-Admission requirements

 Admission Requirements (prerequisites) if any :

I. General Requirements:

- Master degree in the Neurology and Psychiatry.

II. Specific Requirements:

- Fluent in English (study language)

VACATIONS AND STUDY LEAVE

The current departmental policy is to give working residents -3 weeks leave prior to first/ second part exams.

FEES:

As regulated by the postgraduate studies rules and approved by the faculty vice dean of post graduate studies and the faculty and university councils.

8-Progression and completion requirements

- + Examinations of the first part (Medical statistic, Research methodology and Medicolegal Aspects and Ethics in Medical Practice and Scientific Research) could be set at 6 months from registering to the MD degree.
- + Students are allowed to sit the exams of the remaining essential courses of the first part after 12 months from applying to the MD degree.
- + Examination of the second part cannot be set before 4 years from registering to the degree.
- + Discussion of the MD thesis could be set after 2 years from officially registering the MD subject, either before or after setting the second part exams.
- + The minimum duration of the program is 4 years.

The students are offered the degree when:

1. Passing the exams of all basic science, elective and speciality courses of this program as regulated by the post graduates approved rules by the faculty council.
2. Completing all scheduled CP and log book (minimum 80%).
3. Discussion and acceptance of the MD thesis.
4. Acceptance or publication of one research from the thesis in international indexed medical journals or publication of 2 researches from the thesis in local specialized medical journals.

9-Program assessment methods and rules (Annex IV)

Method	ILOs measured
Written examinations: Structured essay questions Objective questions: MCQ Problem solving	K & I
Clinical: Long/short cases OSCE	K ,I, P &G skills
Structured oral	K ,I &G skills
Logbook assessment	All
Research assignment	I &G skills

Courses		Degrees			
Courses	Course code	Written Exam	Oral *	Practical / Clinical Exam	Total
First Part					
Basic science courses:					
Medical Statistics	FAC309A	35	15		50
Research Methodology	FAC309B	35	15		50
Medicolegal Aspects & Ethics in Medical Practice and Scientific Research	FAC310C	35	15		50
Neurophysiology and Neuropsychopharmacology	PSY320A#	65	60		125
Psychology & Psychopathology	PSY320B	65	60		125
Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders)	PSY320C#	50	50		100
Total					500
Second Part					
	Course code	written	oral	clinical	total
Speciality Courses Course 7:Psychiatry (unit 1-5) Paper 1 Paper 2 Paper 3 Paper 4	PSY320D	480 120 for each paper	240 (3 settings including psychometry reports)	480 for case discussion including psychopathology related to cases	1200
Total of the second part		480	240	480	1200
Elective course 1		50	50	100	50
Elective course 2		50	50	100	50

Weighting of assessments:

* 25% of the oral exam for assessment of logbook

Total degree 1900

500 marks for first part

1200 for second part

Written exam 40% (480 marks)

Clinical/practical and oral exams 60% (720 marks).

Elective courses :200 marks.

+ Examination system:

➤ First part:

- Written exam 2 hours in Medical Statistics and Research Methodology + oral examination
- Written exam 1 hours in Medicolegal Aspects and Ethics in Medical Practice and Scientific Research + oral examination
- Written exam 3 hours in Neurophysiology and Neuropsychopharmacology + oral exam.
- Written exam 2 hours in Psychology & Psychopathology + oral exam.
- Written exam 2 hours in Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders) + oral exam.

➤ Second part:

- Written exam four papers 3 hours(120 marks for each) for each in Psychiatry + Oral exam(120 marks for investigations settings& 120 marks for 3 oral settings exam divided equally)+ Clinical/Practical exam[long case(240 marks)+ 3 short cases(80 marks for each) with discussion including psychopathology and psychology related to exam cases).

➤ Elective courses

- Written exam one paper 1 hour in Elective course 1 + Oral & Practical exam
- Written exam one paper 1 hour in Elective course 2 + Oral & Practical exam

10-Program evaluation

By whom	method	sample
Quality Assurance Unit	Reports Field visits	#
External Evaluator (s):According to department council External Examiner (s): According to department council	Reports Field visits	#
Stakeholders	Reports Field visits Questionnaires	#
Senior students	Questionnaires	#
Alumni	Questionnaires	#

#Annex 5 contains evaluation templates and reports (Joined in the departmental folder).

11-Declaration

**We certify that all of the information required to deliver this program is contained in the above specification and will be implemented.
All course specifications for this program are in place.**

Contributor	Name	Signature	Date
<ul style="list-style-type: none"> ▪ Program Principle Coordinator: 	Prof. Dr. Khaled Ahmed El Beih.		
<ul style="list-style-type: none"> ▪ Head of the Responsible Department (Program Academic Director): 	Prof. Dr. Alaa Darweish.		

Annex 1, Specifications for Courses / Modules

Annex 1: specifications for courses/ modules

First Part

Course 1: Medical Statistics

Course 2: Research Methodology

Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research.

Course 4 Neurophysiology and Neuropsychopharmacology

Course 5 Psychology & Psychopathology

Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders .

Course 1: Medical statistics

Name of department: Public Health and Community Medicine

Faculty of medicine

Assiut University

2022-2023

1. Course data

+ Course Title: Medical statistics

+ Course code: FAC309A

+ Specialty: offered to all clinical and academic specialties

+ Number of credit points: 1 credit point

+ Department (s) delivering the course: Public Health and Community Medicine

+ Coordinator (s):

- Course coordinator: Prof. Farag Mohammed Moftah
- Assistant coordinator (s):
Prof. Medhat Araby Khalil Saleh

+ Date last reviewed: January -2022

+ Requirements (pre-requisites) if any:

- Completed Master degree in any of the academic or clinical departments of Medicine.

2. Course Aims

Enable graduate students to use statistical principles to improve their professional work and develop the concept of critical interpretation of data

3. Intended learning outcomes (ILOs): To be able to use statistical principals to manage data

A knowledge and understanding

ILOS	Methods of teaching/ learning	Methods of Evaluation
A. List the types of variables	Lecture and discussion	Written examination
B. Identify the methods of data collection	Lecture and discussion	Written examination
C. Describe the different sampling strategies	Lecture and discussion	Written examination
D. Identify types of tabular and graphic presentation of data	Lecture and discussion	Written examination
E. Identify measures of central tendency and dispersion	Lecture and discussion	Written examination
F. Identify the characters of normal distribution curve.	Lecture and discussion	Written examination
G. Detect the difference between parametric and non-parametric tests	Lecture and discussion	Written examination
H. Identify the concepts of correlation and regression	Lecture and discussion	Written examination

B. intellectual

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describe the normal curves.	Lecture & Discussions	Written examination
B. Describe and summarize data	Lecture & Discussions	Written examination
C. Select the proper test of significance	Lecture & Discussions	Written examination
D. Interpret the proper test of significance	Lecture & Discussions	Written examination
E. Describe the difference between parametric and non-parametric tests	Lecture & Discussions	Written examination

C. Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design data entry files.	Tutorial on SPSS	Assignments SPSS exam
B. Validate data entry.	Tutorial on SPSS	Assignments SPSS exam
C. Manage data files.	Tutorial on SPSS	Assignments SPSS exam
D. Construct tables and graphs.	Tutorial on SPSS	Assignments SPSS exam
E. Calculate measures of central tendency and dispersion.	Tutorial on SPSS	Assignments SPSS exam
F. Select, apply and interpret the proper test of significance.	Tutorial on SPSS	Assignments SPSS exam

D general skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Appraise scientific evidence	Discussions	Research assignment
B. Use information technology to manage information, access on-line medical information; for the important topics.	tutorial	Research and audits' assignment

4. Course contents (topic s/modules/rotation Course Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
Introduction	A-F	A-D	-	A&B
Tables and graphics	D	A-D	-	A&B
Sampling	C	-	-	A&B
Methodology of data collection	B	-	-	A&B
Type of variables	A	-	-	A&B
Proportion test& Chi-square test	E,F	C&D	-	A&B
Student T test& Paired T test	E,F	C&D	F	A&B
ANOVA test	E,F	C&D	F	A&B
Non parametric tests	E,F	C&D	F	A&B
Discrimination analysis factor analysis	E,F	C&D	-	A&B
SPSS Introduction	A-F	A-D	-	A&B
Data entry and cleaning of data	A	A-D	A-C	A&B
Transforming of variables	A	A&B	A-C	A&B
Descriptive statistics	D	A-D	D&E	A&B
Graphic presentation	D	A&B	D	A&B
Chi square and interpretation of results	E,F	C&D	F	A&B
Correlation Regression	E,F	C&D	F	A&B
Multiple and logistic Regression	E,F	C&D	F	A&B

5. Course Methods of teaching/learning

1. Lectures
2. Assignments
3. Discussions
4. Exercises
5. Tutorial on SPSS v.16

6. Course assessment methods:

i. Assessment tools:

1. Practical examination
2. Attendance and active participation
3. Assignments
4. SPSS examination
5. written exam

ii. **Time schedule:** After 6 months from applying to the M D degree.

iii. **Marks:** 50 (35 for written exam and 15 for oral exam).

7. List of references

i. Lectures notes

Department lecture notes

ii. Essential books

- Janet Peacock and Philip Peacock. Oxford Handbook of Medical Statistics (second edition.) Publisher: Oxford University Press, Print Publication Date: Nov 2010 Print ISBN-13: 9780199551286, Published online: Jun 2011. DOI: 10.1093/med/9780199551286.001.0001
- Leslie E. Daly MSc, PhD, Hon MFPHM., Geoffrey J. Bourke MA, MD, FRCPI, FFPHM, FFPHMI, Interpretation and Uses of Medical Statistics, Fifth Edition, First published:1 January 2000, Print ISBN:9780632047635 |Online ISBN:9780470696750 |DOI:10.1002/9780470696750
- Marcello Pagano, Kimberlee Gauvreau: Principles of Biostatistics second edition published in 2000 by Brooks/Cole and then Cengage Learning. CRC Press, Feb 19, 2018 - Mathematics - 584 pages

iii. Recommended books

- Ji-Qian Fang (Sun Yat-Sen University, China) Handbook of Medical Statistics: <https://doi.org/10.1142/10259> | September 2017.Pages: 852

- Robert H. Riffenburgh: Statistics in Medicine 4th Edition (2020). Evidence
 - Discovering statistics using SPSS
- iv. **Periodicals, Web sites, etc**

8. Signatures

Course Coordinator: Frag Mohammed Moftah	Head of the Department: Prof. Eman Morsey
Associated Coordinator: Prof. Medhat Araby Khalil Saleh	
Date: 10-1-2022	Date: 10-1-2022

Course 2: Research Methodology

Name of department: *Public Health and Community Medicine*
Faculty of medicine
Assiut University
2021-2022

1. Course data

- + Course Title: Research methodology
- + Course code: FAC309B
- + Specialty: Offered to all clinical and academic specialties
- + Number of credit points: 1 credit point
- + Department (s) delivering the course: Department of public health
- + Coordinator (s):
 - Course coordinator: Prof. Mahmoud Attia
 - Assistant coordinator (s): Prof. Medhat Araby Khalil
- + Date last reviewed: January 2022
- + Requirements (prerequisites) if any :
 - Completed Master degree in any of the academic or clinical departments of Medicine.

2. Course Aims

To provide graduate students with the skills of the following:

- Research proposal,
- Writing planning and implementing sound research,
- Writing and publishing scientific papers.

3. Intended learning outcomes (ILOs): To be able to write a rigorous research proposal

A knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Explain differences between different study designs	Lecture and discussion	Written examination
B. Identify sources and types of bias in research		
C. Describe the different sampling strategies, and compute sample size		
D. Select and design valid measurement tools for research		
E. Explain ethical issues in conducting research on human subjects		
F. describe the rules of authorship in scientific writing		
G. List the steps involved in proposal writing		

H. Identify a research problem within a conceptual framework	Lecture on Criteria to Consider to identify a research problem	discussion
I. Use the web sources to do a literature search	Practical tutorial on web	assignment
J. Select the appropriate study design for the research question	Lecture on various study designs	Written examination
K. Minimize bias in designing research	Lecture on the different types of bias	Written examination
L. Screening & theoretical background	Lectures on criteria for successful screening program& criteria for evaluation a screening test.	Written examination

B. intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Apply basic science & knowledge for appraising scientific literature	Discussions & seminars	Written examination

C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Develop a budget and time line for the research	Tutorial	Assignments
B. Design a data entry file	Tutorial on Epi-info or Excel	Assignments Written exam
C. Identify steps required in fielding the study	Lecture	Assignments Written exam
D. Identify steps required for calculation Sensitivity, Specificity, positive predictive value, negative predictive value, Accuracy of a screening test	Lecture	Assignments Written exam

D general skills

Practice based learning improvement & professionalism

(Scientific Paper writing skills)

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. To be able to write an abstract	Tutorial	Written examination case study for critique
B. Write the introduction	Tutorial	Written examination
C. Write the methodology section	Tutorial	Written examination
D. Present the results	Tutorial	Written examination
E. Perform Discussion section	Tutorial	Written examination
F. Learn Authorship ethical rules	Tutorial	Written examination

4. Course contents (topic s/modules/rotation Course Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Introduction & proposal writing	G	A	A	A-F
Epidemiological Study designs	A,J	A	B,C	-
Screening & theoretical background	L	A	-	-
Screening practical	L	A	D	-
Sample size calculation	B	A	B,C	-
Research bias	H	A	C	F
Ethics in research	E,F	A	C	F

5. Course Methods of teaching/learning:

1. Lectures
2. Assignments
3. Discussion
4. Exercises

6. Course assessment methods:

i. Assessment tools:

1. Written examination
2. Attendance and active participation
3. Class
4. Assignments

ii. **Time schedule:** After 6 months from applying to the M D degree.

iii. **Marks:** 50 (35 for written exam and 15 for oral exam).

7. List of references

i. Lectures notes

- Department lecture notes

ii. Essential books

- Research methodology: A step – by – step Guide for Beginners. Ranjit Kumar, 2020. Second edition <https://books.google.com.eg/books?>
- Medical Research Essentials Rania Esteitie, McGraw Hill Professional, third edition, Feb 5, 2014 - Medical - 104 pages
- Research Methodology in the Medical and Biological Sciences Petter Laake, Haakon Breien Benestad, Bjorn R. Reino Olsen, 4th edition , Academic Press, Nov 5, 2007 - Science - 512 pages

iii. Recommended books

- Research Methodology: A Practical and Scientific Approach Vinayak Bairagi, Mousami V. Munot · 2019, Research Methodology: A Practical and Scientific Approach - Google Books
- Based Medicine How to practice and teach EBM. David Sachett, Sharon E. Straus, W. Scott Richardson , William Rosenberg R.Brain Haynes
- Dissertation workshop open courseware JHSPH

8. Signatures

Course Coordinator: - Prof. .Mahmoud Attia	Head of the Department: Prof. Eman Morsy
Date: 10-1-2022	Date: 10-1-2022

Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research

Name of department:






Forensic medicine and clinical toxicology


Faculty of medicine



Assiut University

2021-2022

1. Course data

-  **Course Title: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research**
-  **Course code: FAC310C**
-  **Speciality: *General medicine, Special medicine, Pediatrics, Public health, Oncology and Rheumatology, Emergency critical Medicine (1st part).***
-  **Number of credit points: 1 credit point**
-  **Department (s) delivering the course: Forensic Medicine and Clinical Toxicology**

-  **Coordinator (s):**
 - **Course coordinator:**
Prof. Ghada omran
 - **Assistant coordinator (s) Assist.**
Prof. Zaghoul Thabet

-  **Date last reviewed: March -2022**
-  **Requirements (prerequisites) if any :**
 - **Completed Master degree.**

2. Course Aims

To describe the basic ethical and medicolegal principles and bylaws relevant to practice in the field of General medicine, Special medicine, Pediatrics, Public health, Oncology and Rheumatology

3. Intended learning outcomes (ILOs):

A knowledge and understanding

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Mention principals of Taking consent.	Lecture and discussion	Oral &Written exam
B. Mention principals of Writing a death certificate	Lecture and discussion	Oral &Written exam
C. Mention principals of diagnosing death.	Lecture and discussion	Oral &Written exam
D. Mention principals of writing toxicological reports.	Lecture and discussion	Oral &Written exam
E. Explain principals of medical reports.	Lecture and discussion	Oral &Written exam
F. List indications and principals of induced emesis, gastric lavage and samples collection.	Lecture and discussion	Oral &Written exam

B. intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Present case , seminars in death certificate	Lecture and discussion	Oral &Written exam
B. Present case, seminars in toxicological cases	Lecture and discussion	Oral &Written exam

C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Identify medical ethics and ethics in research.	Lecture and discussion	Reading Discussion
B. Prepare and write consent.	Lecture and discussion	Reading Discussion
C. Identify medical responsibilities.	Lecture and discussion	Reading Discussion
D. Write death certificate.	Lecture and discussion	Reading Discussion and active participation
E. Deal with a case of Suspicious death	Lecture and discussion	Reading Discussion and active participation
F. Perform gastric lavage, induce emesis, and obtain samples.		
G. Write medical and toxicological reports	Lecture and discussion	Reading Discussion and active participation

H. Develop and carry out patient management plans for Euthanaesia, and Organ Transplantation		
I. Counsel patients and their families about speciality related conditions including Permanent infirmities, Euthanasia, and Organ Transplantation		

D general skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Present a case.	Lecture and discussion	Global rating logbook
B. Write a consultation note	Lecture and discussion	Global rating logbook
C. Inform patients and maintaining comprehensive.	Lecture and discussion	Global rating logbook
D. Make timely and legible medical records	Lecture and discussion	Global rating logbook
E. Acquire the teamwork skills	Lecture and discussion	Global rating logbook

4. Course contents (topic s/modules/rotation Course Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
1. Death and death certificate.	B,C	A	D,E	A
2. Medical Reports	A	-	G	A,D,E
3. Toxicological reports	D,F	B	G,F	A,E
4. Ethics in research.	A	-	A	
5. Medical ethics.	E	-	A,B,C,H,I	B,C,E

5. Course Methods of teaching/learning:

1. Lectures.
2. Discussions.
3. Exercises.

6. Course assessment methods:

i. Assessment tools:

1. Written examination.
2. Attendance and active participation.
3. Oral examination.

ii. Time schedule: After 6 months from applying to the M D degree.

iii. Marks: 50 (35 for written exam and 15 for oral exam).

7. List of references

i. Lectures notes

- Course notes.
- Staff members print out of lectures and/or CD copies.

ii. Essential books

- Bernard Knight and Pekka Saukko (2015: Knight Forensic Pathology. Hodder Arnold press

- Goldfrank, Lewis R.; Howland, Mary Ann; Hoffman, Robert S.; Nelson, Ewis S.; Lewin, Neal A (2019): Goldfrank's Toxicologic Emergencies, 11th ed. McGraw Hill / Medical.
 - Medical Ethics Manual. World medical association. Third edition 2015.
 - Medical ethics and law. Dominic Wilkinson, 3rd edition 2019.

iii. Recommended books

- Biswas Gautam (2021): Review of Forensic Medicine & Toxicology. 5th ed. Jaypee Brothers Medical Pub.

iv. Journal and web site

- Journals of all Egyptian Universities of Forensic Medicine and Clinical Toxicology.
- All International Journals of Forensic Medicine and Clinical Toxicology which available in the university network at www.sciencedirect.com. As :
Forensic Science International Journal.
Toxicology Letter.

8. Signatures

<p>- Course Coordinator: Prof. Ghada Omran</p>	<p>- Head of the Department: Prof. Randa Hussein Abdel hady</p>
<p>Date: 4-2022</p>	<p>Date: 4-2022</p>

Course 4, Neurophysiology and Neuropsychopharmacology

I. Course data

- + **Course Title:** Neurophysiology and Neuropsychopharmacology
- + **Course code:** PSY320A#
- + **Speciality is Psychiatry.**
- + **It is divided into units:**
 - **Unit 1:** Neurophysiology.
 - **Unit 2:** Neuropsychopharmacology

Course 4; Unit 1: Neurophysiology

I. Unit data

- + **Course Title:** Neurophysiology and Neuropsychopharmacology
- + **Course code:** PSY320A#
- + **Speciality is Psychiatry.**
- + **Number of credit points:** 1.25 credit point, didactic 1.25 credit point (100%) and 0 practical.
- + **Department (s) delivering the course:** Physiology in conjunction with Neurology and Psychiatry department.
- + **Coordinator (s):** Staff members of Physiology Department in conjunction with Neurology and Psychiatry Department as annually approved by both departments' councils.
- + **Date last reviewed:** : 4-2022.
- + **Requirements (prerequisites) if any :**
 - + None.

2- Unit Aims

2.1. The candidates acquire the detailed neurophysiologic facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Illustrate Physiologic Principles of the following:</p> <p>- Physiology details of the following:</p> <ul style="list-style-type: none"> • Stress, • Receptors, <p>Neurotransmitters.</p> <p>Physiology of emotions.</p> <p>Physiology of pain and pain theories.</p> <p>Physiology of cognition and memory.</p> <p>Physiology of limbic system.</p> <p>Physiology of sleep & dream.</p>	-Lectures	-Written and oral examination - Log book
<p>B. Describe in depth Physiologic details of the following :</p> <p>- Physiology details of the following:</p> <ul style="list-style-type: none"> • Stress, • Receptors, <p>Neurotransmitters.</p> <p>Physiology of emotions.</p> <p>Physiology of pain and pain theories.</p> <p>Physiology of cognition and memory.</p> <p>Physiology of limbic system.</p> <p>Physiology of sleep & dream..</p>	-Lectures -Tutorial - Didactics	-Written and oral examination - Log book

B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of neurophysiology with clinical reasoning, diagnosis and management of common diseases related to Psychiatric disorders.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination -Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatric disorders.		

C- Practical skills

Practical: 0 CP

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use information technology to manage information, access on-line medical information; and support their own education	-Observation and supervision -Written and oral communication	Log book

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition mentioned in A.A, A.B	-Clinical round -Seminars -Lectures	-Global rating -Log book and Portfolios -Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	- Objective structured clinical examination - Patient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating
E. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

4- Contents (topic s/modules/rotation) Module Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
Physiology details of the following: <ul style="list-style-type: none"> • Stress, • Receptors, Neurotransmitters. Physiology of emotions. Physiology of pain and pain theories. Physiology of cognition and memory. Physiology of limbic system. Physiology of sleep & dream.	A,B	A	-	A-E

5. Methods of teaching/learning:

1. Didactic (lectures, seminars, tutorial)
2. Observation
3. Written & oral communication
4. Senior staff experience

6. Methods of teaching/learning: for students with poor achievements

1. Extra Didactic (lectures, seminars, tutorial) according to their needs.

7- Assessment methods:

i. Assessment tools:

- 1- Written and oral examination
- 2- Log book

ii. **Time schedule:** At the end of the first part

iii. **Marks:** 62.5marks= (32.5for written+30 for oral) .

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii. Essential books

- Integrated nervous system. The Nervous System: Basic science and clinical conditions: Adina Michael-Titus, Peter Shortliff and Patricia Revest, Edinburgh London, London New York Oxford Philadelphia, ST Louis Sydney Toronto, 2010, second edition.
- Neuroscience Secrets: 1st Edition by Margaret T. Wong-Riley PhD (Author), Hanley & Belfus, 2000.
- Guyton AC, Hall JE: Textbook of Medical Physiology, 14th ed. Saunders, 2021.
- Erik Roberson, David G. Standaert, Franklin Amthor, W. Anne Burton Theibert - Essentials of Modern Neuroscience (LANGE)-McGraw-Hill Professional (2020)

iii. Recommended books

- Gillian Pocock, Christopher D. Richards: Human Physiology the Basis of Medicine. Oxford core texts, 2010-2013.
- Neuroscience, Fifth Edition by Dale Purves, George J. Augustine, David Fitzpatrick, William 5th (fifth) Edition [Hardcover(2011)] Textbook Binding.
- Principles of Neural Science, Sixth Edition 6th Edition by Eric Kandel (Author), John D. Koester (Author), Sarah H. Mack (Author), Steven Siegelbaum.

iv. Periodicals, Web sites, ... etc

- American journal of physiology.
- Journal of applied physiology.

v. Others

None.

Course 4; Unit 2: Neuropsychopharmacology

I. Unit data

- + **Course Title:** Neurophysiology and Neuropsychopharmacology
- + **Course** code: PSY320A#
- + **Speciality is Psychiatry.**
- + **Number of credit points:** 1.25credit point, didactic 1.25 credit point (100%) and 0 practical.
- + **Department (s) delivering the course:** Neurology and Psychiatry department.
- + **Coordinator (s):** Staff members of Neurology and Psychiatry Department as annually approved by both departments' councils.
- + **Date last reviewed:** :4-2022.
- + **Requirements (prerequisites) if any :**
 - + None.

2- Unit Aims

2.1. The candidates acquire the updated Neuropsychopharmacology facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Illustrate The Pharmacology principles of : -General pharmacology - Psychotropic drugs Psychotropic drugs. -Antipsychotic drugs. -Antidepressants. -Mood stabilizers& antiepileptic drugs . -Anxiolytic drug. - Ant cholinergic drugs - Drug dependence& habituation & drug abuse. - Tranquilizers. - Brain stimulants. - Neuropsychopharmacology drug- drug interactions.	-Didactic (lectures, seminars, tutorial)	- Written and oral examination - Log book
B. Describe <i>pharmacology details of</i> • Drugs mentioned in AA.		

B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic (PHARMACOLOGY) supportive sciences which are appropriate to Psychiatry related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatry		

C- Practical skills

Practical: 0 credit point

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use information technology to manage information, access on-line medical information; and support their own education	-Observation and supervision -Written and oral communication	Log book

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition mentioned in A.A, A.B	-Clinical round -Seminars -Lectures	-Global rating -Log book and Portfolios -Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	- Objective structured clinical examination - Patient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D.Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating

4. Contents (topic s/modules/rotation Matrix)

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
General pharmacology	A	A	-	A-D
- Psychotropic drugs	A,B	A	-	A-D
Psychotropic drugs.	A,B	A	-	A-D
-Antipsychotic drugs.	A,B	A	-	A-D
-Antidepressants.	A,B	A	-	A-D
-Mood stabilizers& antiepileptic drugs	A,B	A	-	A-D
-Anxiolytic drug.	A,B	A	-	A-D
- Ant cholinergic drugs	A,B	A	-	A-D
- Drug dependence& habituation & drug abuse.	A,B	A	-	A-D
- Tranquilizers.	A,B	A	-	A-D
- Brain stimulants.	A,B	A	-	A-D
- Neuropsychopharmacology drug- drug interactions.	A,B	A	-	A-D

5. Methods of teaching/learning:

1. Didactic (lectures, seminars, tutorial)
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

6. Course methods of teaching/learning: for students with poor achievements

1. Extra didactic (lectures, seminars, tutorial)

7. Course assessment methods:

i. Assessment tools:

1. Written and oral examination
2. Log book

ii. Time schedule: At the end of the first part

iii. Marks: 62.5(32.5marks written+ 30 oral).

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii. Essential books

-Basic & Clinical Pharmacology, 15th Edition(2021),
Bertram Katzung, Anthony Trevor, Susan Masters.
Publisher: McGraw-Hill

-Comprehensive Clinical Psychiatry,2014 :Steven L Dubovsky
(University of Buffalo, USA) ; and; Amelia N Dubovsky
-Kaplan & Sadock's synopsis of Psychiatry, 12th edition. By
Robert Boland , By (author) Marcia Verduin , Dr. Pedro
Ruiz,Wolters Kluwer Health.

iii. Recommended books

- Godman Gilmans. The Pharmacological Basis of Therapeutics,
Twelfth Edition. 12th ed.(2017).by: Laurence Brunton , Bruce A.
Chabner , Bjorn Knollman-publisher McGraw-Hill Education -
Europe.

iv. Periodicals, Web sites, ... etc

Periodicals,

- British journal of pharmacology
- Pharmacological review

➤ **Web sites:** <http://mic.sgmjournals.org/>

v. others : None

9. Signatures

Course Coordinator	
Unit1 Coordinator:	Head of the Department:
Date: :	Date: :
Unit2 Coordinator:	Head of the Department:
Date:	Date: :

Course 5: Psychology & Psychopathology

I. Course data

✚ Course Title: Psychology & Psychopathology.

Course code: PSY320B

✚ Speciality is Psychiatry.

✚ It is divided into units:

- Unit 1: Psychology.

- Unit 2: Psychopathology.

Course 5; Unit 1: Psychology

I. Unit data

✚ Course Title: Psychology & Psychopathology.

Course code: PSY320B

✚ Speciality is Psychiatry .

✚ Number of credit points: 1 credit point, didactic 1 credit point (100%) and 0 practical.

✚ Department (s) delivering the course: Neurology and Psychiatry department.

✚ Coordinator (s): Staff members of Neurology and Psychiatry Department as annually approved by departments' councils.

✚ Date last reviewed: : 4/2022.

✚ Requirements (prerequisites) if any :

✚ None.

2- Unit Aims

1. The candidates acquire the detailed Psychology facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A-Illustrate psychology principles of :</p> <p><u>Principles of General Psychology:</u></p> <ul style="list-style-type: none"> - Fields of psychology. - Perceptions. - Attention. - Memory. - Intelligence. - Thinking. - Developmental psychology. - Social psychology. - Personality. - Sleep. <p><u>Principles of special Psychology of :</u></p> <p><i>A- Contemporary schools</i></p> <ul style="list-style-type: none"> - Psychoanalysis. - Behaviorism. - Assaciationism. - Psychophysiology. <p>Transactional psychology.</p> <p><u>B-Psychometry</u></p> <ul style="list-style-type: none"> - Intelligence - Personality <p>Organic brain disorders including Dementia</p>	<p>-Didactic (lectures, seminars, tutorial)</p>	<p>- Written and oral examination</p> <p>- Log book</p>
<p>B. Describe <i>principles psychology details of</i> mentioned in AA.</p>		

B. Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic (psychology) supportive sciences which are appropriate to Psychiatry related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatry		

C. Practical skills

Practical: 0 credit point

D. General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use information technology to manage information, access on-line medical information; and support their own education	-Observation and supervision -Written and oral communication	Log book

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition mentioned in A.A, A.B	-Clinical round -Seminars -Lectures	-Global rating -Log book and Portfolios -Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	- Objective structured clinical examination - Patient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating

4. Contents (topic s/modules/rotation Unit Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
<p><u>Principles of General Psychology:</u></p> <ul style="list-style-type: none"> - Fields of psychology. - Perceptions. - Attention. - Memory. - Intelligence. - Thinking. - Developmental psychology. - Social psychology. - Personality. - Sleep. <p><u>Principles of special Psychology of :</u></p> <p><i>A- Contemporary schools</i></p> <ul style="list-style-type: none"> - Psychoanalysis. - Behaviorism. - Assaciationism. - Psychophysiology. <p>Transactional psychology.</p> <p><i>B-Psychometry</i></p> <ul style="list-style-type: none"> - Intelligence - Personality <p>Organic brain disorders including Dementia</p>	A,B	A	-	A-D

5. Methods of teaching/learning:

5. Didactic (lectures, seminars, tutorial)
6. Observation and supervision
7. Written & oral communication
8. Senior staff experience

6. Course methods of teaching/learning: for students with poor achievements

2. Extra didactic (lectures, seminars, tutorial)

7. Course assessment methods:

i. Assessment tools:

3. Written and oral examination
4. Log book

ii. Time schedule: At the end of the first part

iii. Marks: 50(25marks written+ 25 marks oral).

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii. Essential books

-Comprehensive Clinical Psychiatry,2014 :Steven L Dubovsky (University of Buffalo, USA) ; and; Amelia N Dubovsky

- Kaplan & Sadock's synopsis of Psychiatry, 12th edition. By Robert Boland , By (author) Marcia Verduin , Dr. Pedro Ruiz,Wolters Kluwer Health.

- iii. Recommended books

Comprehensive Textbook Of Psychiatry Hardcover English by Benjamin J. Sadock , Virginia A. Sadock , Dr. Pedro Ruiz,10th edition.

iv. Periodicals, Web sites, ... etc

Periodicals,

Periodicals for last 3-5 years, Web sites, ... etc

- American Journal of Psychiatry
 - British journal of psychiatry.
 - BMJ (Neurology, Neurosurgery and Psychiatry)
 - **Web sites:** <http://mic.sgmjournals.org/>
- v. others** : None.

Course 5; Unit 2: Psychopathology

I. Unit data

- + Course Title: Psychology & Psychopathology.
- + Course code: PSY320B
- + Speciality is Psychiatry .
- + Number of credit points: 1.5credit point, didactic 1.5 credit point (100%) and 0 practical.
- + Department (s) delivering the course: Neurology and Psychiatry department.
- + Coordinator (s): Staff members of Neurology and Psychiatry Department as annually approved by departments' councils.
- + Date last reviewed: 4/2022
- + Requirements (prerequisites) if any :
 - + None.

2- Unit Aims

1. The candidates acquire the detailed Psychopathology facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A. Mention detailed Principles of; - <i>Descriptive and dynamic psychopathology of different psychiatric disorders:</i> - Schizophrenia - Mood disorders - Anxiety disorders - Eating disorders - Dissocialize disorders. - Somatoform disorders. - Sexual disorders. -Personality disorders . -Other psychiatric disorders.	-Lectures	-Written and oral examination - Log book

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of Psychopathology with clinical reasoning, diagnosis and management of common diseases related to Psychiatric disorders.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatric disorders and psychopathology.		-Log book

C) Practical Skills
Practical Skills 0 credit points

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A.Use information technology to manage information, access on-line medical information;and support their own education	-Clinical round -Seminars -Lectures	-Global rating -Log book and Portfolios -Chick list

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition mentioned in A.A, A.B	-Clinical round -Seminars -Lectures	-Global rating -Log book and Portfolios -Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C.Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	- Objective structured clinical examination - Patient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating
E. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

4. Contents (topic s/modules/rotation Unit Matrix

Time Schedule: First Part

Topic Module 9 Applied Psychopathology	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<i>psychopathology of different psychiatric disorders:</i>				
Schizophrenia	A	A-B	-	A-E
-Mood disorders	A	A-B	-	A-E
-Anxiety disorders	A	A-B	-	A-E
- Eating disorders	A	A-B	-	A-E
Sexual disorders	A	A-B	-	A-E
Somatoform.	A	A-B	-	A-E
Dissocialize disorders.	A	A-B	-	A-E

5. Methods of teaching/learning:

1. Didactic (lectures, seminars, tutorial)
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

6. Course methods of teaching/learning: for students with poor achievements

Extra didactic (lectures, seminars, tutorial)

7. Course assessment methods:

1- Assessment tools:

- a. Written and oral examination
- b. Log book

2- Time schedule: At the end of the first part

3- Marks: 75(40marks written+ 35 marks oral).

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii. Essential books

-Kaplan & Sadock's Pocket Handbook of Clinical Psychiatry- Benjamin J. Sadock MD, Samoon Ahmad M.D., Virginia A. Sadock MD -LWW (2018)

-Oxford handbook of Psychiatry David semple Roger Smyth, Jonathan Burns, Rajan Darjee, Andrew McIntosh oxoford medical publication, 2nd edition 2009.OUP Oxford, 26 Mac 2009 - 977 halaman.

- Comprehensive Clinical Psychiatry,2014 :Steven L Dubovsky (University of Buffalo, USA) ; and; Amelia N Dubovsky

-Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry 4th Edition (2019) by Patricia Casey.

- Kaplan & Sadock's synopsis of Psychiatry, 12th edition. By Robert Boland , By (author) Marcia Verduin , Dr. Pedro Ruiz,Wolters Kluwer Health.

iii. Recommended books;

- Comprehensive Textbook Of Psychiatry Hardcover English by Benjamin J. Sadock , Virginia A. Sadock , Dr. Pedro Ruiz,10th edition.

☒ **Periodicals,**

☒ **Periodicals for last 3-5 years, Web sites, ... etc**

- American Journal of Psychiatry
- British journal of psychiatry.
- BMJ (Neurology, Neurosurgery and Psychiatry)

➤ **Web sites:** <http://mic.sgmjournals.org/>

v. others : None

9. Signatures

Course Coordinator	
Unit 1 Coordinator:	Head of the Department:
Date:	Date:
Unit 2 Coordinator:	Head of the Department:
Date:	Date:

Course 6, Neuropathology of Psychiatric disorders.
& Genetics of Psychiatric disorders

- Course title: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders.
- It is divided into units

Unit 1 : Neuropathology of Psychiatric disorders.

Unit 2: Genetics of Psychiatric disorders.

Course code : PSY320C#

Course 6: module 1; Neuropathology of Psychiatric disorders

1. Module data

- + **Course title:** Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders.
- + **Course code:** PSY320C#
- + **Speciality : Psychiatry.**
 - + **Number of credit points:** 1 credit point, didactic 1 credit point (100%) and 0 practical..
 - + **Department (s) delivering the course:** Pathology Department in conjunction with Neurology and Psychiatry department
 - + **Coordinator (s):** Staff members of Pathology Department in conjunction with Neurology and Psychiatry department as annually approved by both departments councils.
 - + **Date last reviewed:** : 4/2022.
 - + **Requirements (prerequisites) if any:** None
 - + **Fulfilling logbook require**

2-Module (unit) Aim

1. The candidate should acquire the neuropathological facts which are appropriate to Psychiatric disorders in clinical reasoning, diagnosis and management of Psychiatric disorders.

3. Intended learning outcomes (ILOs)

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Illustrate principles of Pathology of the following :</p> <ul style="list-style-type: none"> -General Pathology - Pathology of Delirium. - Dementia. -↑ICT and brain edema. -Tumors of CNS. -Infection of CNS 	<ul style="list-style-type: none"> -Lectures Tutorial - Didactics 	<ul style="list-style-type: none"> -Written and oral examination - Log book
<p>B. Describe pathological details of the following:</p> <ul style="list-style-type: none"> - Pathology of Delirium. - Dementia. -↑ICT and brain edema. -Tumors of CNS. -Infection of CNS 		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of Pathology with clinical reasoning, diagnosis and management of common diseases related to Psychiatry .	-Didactic (lectures, seminars, tutorial)	-Written and oral examination -Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatry .		

C-Practical skills

Practical: 0 CP

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use information technology to manage information, access on-line medical information; and support their own education	-Observation and supervision -Written and oral communication	Log book

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition mentioned in A.A, A.B	-Clinical round -Seminars -Lectures	-Global rating -Log book and Portfolios -Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	- Objective structured clinical examination - Patient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating
E. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

4. Contents (topics/modules/rotation Unit Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
General Pathology	A	A	-	A-D
- Pathology of Delirium.	A,B	A,B	-	A-E
- Dementia.	A,B	A,B	-	A-E
- ↑ICT and brain edema.	A,B	A,B	-	A-D
- Tumors of CNS.	A,B	A,B	-	A-D
- Infection of CNS	A,B	A	-	A-D

5. Methods of teaching/learning

1. Didactic (lectures, seminars, tutorial)
2. Laboratory work.

6. Methods of teaching/learning: for students with poor achievements

1. Extra Didactic (lectures, seminars, tutorial) according to their needs
2. Extra Laboratory work to their needs

7. Assessment methods:

i. **Assessment tools:** Written and oral examination (including assessment of practical skills)

-Log book

ii. **Time schedule:** At the end of first part

iii. **Marks:** 50 marks = (25marks for written+ 25 marks for oral)

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii. Essential books

-Oxford handbook of Psychiatry David Semple Roger Smyth, Jonathan Burns, Rajan Darjee, Andrew McIntosh Oxford medical publication, 2nd edition 2009. OUP Oxford, 26 Mac 2009 - 977 halaman.

- Robbins Basic Pathology: with STUDENT CONSULT Online Access (Robbins Pathology) 9th Edition by Vinay Kumar MBBS MD FRCPATH (Editor), Abul K. Abbas MBBS (Editor), Jon C. Aster MD PhD (Editor). <https://www.amazon.com/Robbins-Basic-Pathology-STUDENT-CONSULT/dp/1437717810?asin=1437717810&revisionId=&format=4&depth=1>.

- Erik Roberson, David G. Standaert, Franklin Amthor, W. Anne Burton Theibert - Essentials of Modern Neuroscience (LANGE)- McGraw-Hill Professional (2020)

- Pasko Rakic, John Rubenstein, Bin Chen, Kenneth Y. Kwan - Synapse Development and Maturation_ Comprehensive Developmental Neuroscience-Academic Press (2020).

iii. Recommended books

- Rosai and Ackerman's surgical pathology, 9th edition author: Juan Rosai Mosby, Edinburgh, 2004. Panna S. Mahadevia M.D.
- Sternberg's Diagnostic surgical Pathology 4th edition, Lippincott Williams and Wilkins.
- Comprehensive Textbook of Pathology for Nursing: Pathology, Clinical Pathology, Genetics}. Author, A. K Mandal. Publisher, Avichal Publishing, 2016.

iv. Periodicals, Web sites, ... etc

- Human pathology
- Histopathology

v. others

- None

Course 6 Unit (Module) 2 Genetics of Psychiatric disorders

I. Module data

- ✚ Course Title: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders .
- ✚ Course code: PSY320C#
- ✚ Speciality is *Psychiatry*
- ✚ Number of Credit points(CP): total: 1CP, didactic 1 CP(100%), 0 practical .
- ✚ Department (s) delivering the course: *Neurology and Psychiatry* Department
- ✚ Coordinator (s): Staff members of *Neurology and Psychiatry* Department as annually approved by both departments councils
- ✚ Date last reviewed: 4/2022.
- ✚ Requirements (prerequisites) none.

2. Unit Aims

2.1-The candidate should acquire the genetic facts of nervous system which are appropriate to Psychiatric disorders in clinical reasoning, diagnosis and management of Psychiatric disorders.

3. Unit intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A.Illustrate <i>genetic</i> principles of:</p> <p>Basics of genetics including the following:</p> <p>* Basic of cell structures and Molecular genetics: Nucleus,Mitochondria...etc. Nucleic acids (DNA& RNA).</p> <p>* Patterns of inheritance:</p> <ul style="list-style-type: none"> - Autosomal dominant inheritance. - Autosomal recessive inheritance. - X Linked recessive inheritance. - X Linked dominant inheritance. - Multifactorial inheritance. <p>* Chromosomes and Genes.</p> <p>* Mitochondria and genes.</p> <p>* DNA Analysis.</p> <p>* Gene and Mapping.</p> <hr/> <p>*Mechanisms of Mutations.</p> <hr/> <p>*Detections of Mutations.</p> <hr/> <p>* Ethical aspects in genetic counseling and investigations.</p> <ul style="list-style-type: none"> - Genetic information of different psychiatric disorders <ul style="list-style-type: none"> • Schizophrenia . 	<p>-Didactic (lectures, seminars, tutorial)</p>	<p>- Written and oral examination</p> <p>- Log book</p>

<ul style="list-style-type: none"> • Mood disorders. • Anxiety disorders. • Psychiatric disorders in children. • Psychiatric disorders in geriatric. • Personality disorders. • Other psychiatric disorders. 		
<p>B-Describe genetic details of the following;</p> <p>-Ethical aspects in genetic counseling and investigations.</p> <p>- Genetic information of different psychiatric disorders</p> <ul style="list-style-type: none"> • Schizophrenia . • Mood disorders. • Anxiety disorders. • Psychiatric disorders in children. • Psychiatric disorders in geriatric. • Personality disorders. • Other psychiatric disorders. 		

B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic (genetics) supportive sciences which are appropriate to Psychiatric disorders related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatric disorders related problems		

C- Practical skills

Practical: 0 credit point

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use information technology to manage information, access on-line medical information; and support their own education	-Observation and supervision -Written and oral communication	Oral exam Logbook

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition mentioned in A.A, A.B	-Clinical round -Seminars -Lectures	-Log book -Chick list Oral exam

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles	- Observation and supervision Written & oral communication	Logbook Oral Exam

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating

**4. Unit contents (topic s/modules/rotation
Course (Unit 1) Matrix**

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Cardiovascular system:				
Basic of cell structures and Molecular genetics: Nucleus, Mitochondria...etc. Nucleic acids (DNA & RNA). <hr/> * Patterns of inheritance: - Autosomal dominant inheritance. - Autosomal recessive inheritance. - X Linked recessive inheritance. - X Linked dominant inheritance. - Multifactorial inheritance. * Chromosomes and Genes. * Mitochondria and genes. * DNA Analysis. * Gene and Mapping. <hr/> * Mechanisms of Mutations. * Detections of Mutations	A	A&B	-	A-D
- Ethical aspects in genetic counseling and investigations. - Genetic information of different psychiatric disorders	A,B	A&B	-	A-D

<ul style="list-style-type: none"> • Schizophrenia . • Mood disorders. • Anxiety disorders. • Psychiatric disorders in children. • Psychiatric disorders in geriatric. • Personality disorders. • Other psychiatric disorders. 				
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5. Unit methods of teaching/learning:

1. Didactic (lectures, seminars, tutorial)
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

6. Methods of teaching/learning: for students of limited abilities:

1. Extra Didactic (lectures, seminars, tutorial) Observation and supervision.
2. Written & oral communication according to their needs.

7- Assessment methods:

i. Assessment tools:

- a. Written and oral examination (including assessment of practical skills)
- b. Log book

ii. Time schedule: At the end of the first part

iii. Marks: 50 marks (25 for written+ 25 for oral).

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii-Essential books

-Comprehensive Clinical Psychiatry,2014 :Steven L Dubovsky (University of Buffalo, USA) ; and; Amelia N Dubovsky

- Kaplan & Sadock's synopsis of Psychiatry, 12th edition. By Robert Boland , By (author) Marcia Verduin , Dr. Pedro Ruiz,Wolters Kluwer Health.

iii. Recommended books;

Comprehensive Textbook Of Psychiatry Hardcover English by Benjamin J. Sadock , Virginia A. Sadock , Dr. Pedro Ruiz,10th edition.

iv. Periodicals, Web sites, ... etc

www.pubmed.com.

[www. Science direct.com](http://www.Science direct.com)

www.google.com.

v. Others: none.

9. Signatures

Course Coordinator	
Unit 1 Coordinator:	Head of the Department:
Date:	Date: :
Unit 2 Coordinator:	Head of the Department:
Date:	Date:

Second Part

Course 7: Psychiatry

*Name of department: of Psychiatry and Psychiatry
Faculty of medicine
Assiut University
2021-2022/2022-2023.*

1. Course data

Course 7 Psychiatry

It is divided into 5 modules :

- 1- Module 1 Psychiatric disorders
- 2- Module 2 Psychiatric emergencies
- 3- Module 3 Interventional Psychiatry & neuroimaging.
- 4- Module 4 Addiction
- 5- Module 5: Psychometry lab.

1. Course data

- + Course title: Psychiatry.
- + Course code: PSY 320D.
- + Number of credit points: 147 credit point - didactic 24 credit point (16.3%) - practical 123 credit point (83.7%).
- + Department (s) delivering the course: Department of Neurology and Psychiatry – Faculty of Medicine- Assiut University-Egypt in conjunction of academic departments according to departmental course.
- + Coordinator (s):
 - Course coordinator:
Prof Dr. Wageih Abd El Nasser.
 - Assistant coordinator (s)
Professor Dr,Alaa M Darweish.
Professor Dr. Kaled Ahmed El Beih
Professor Yasser ElSerogy,
Professor Hassam Khalifa.
- + Date last reviewed: 4/2022.
- + Requirements (prerequisites):
MSc degree of Neurology & Psychiatry.
- + Requirements from the students to achieve course ILOs are clarified in the joining log book.

Module/ Units' Titles' list	% from total Marks	Level (Year)	Core Credit points		
			Didactic	training	Total
-Module 1 Psychiatric disorders.	50%	1,2,3,4	12	65	77
-Module 2 Psychiatric emergencies.	12.5%	1,2,3,4	3	14.5	17.5
-Module 3 Interventional Psychiatry and Neuroimaging.	12.5%	2,3,4	3	14.5	17.5
-Module 4 :Addiction.	12.5%	1,2,3,4	3	14.5	17.5
- Module 5 :Psychometry Lab	12.5%	1,2,3,4	3	14.5	17.5
Total (5 modules)	100%	1,2,3,4	24	123	147

2. Course Aims

2/1-To enable candidates to keep with international update standards of patients care of psychiatric disorders by mastering high level of clinical skills, bedside patient care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of common, infrequent, and rare psychiatric disorders, common and infrequent psychiatric emergencies, diagnostic tools of psychophysiology studies and enabling the candidates of making appropriate referrals to a sub-specialist for consultation or intervention.

2/2- Provide candidate with fundamental updated details knowledge of psychiatric disorders ,emergencies, addiction , sequel and likelihood of successful outcome in performing therapeutic and rehabilitation program in Psychiatry art

3. Course intended learning outcomes (ILOs):

Module (Unit) 1 Psychiatric disorders.

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions:</p> <ul style="list-style-type: none"> ○ . schizophrenia and other psychotic disorders ○ . Mood disorders ○ . Anxiety disorders ○ . Sleep disorders 	<p>- Didactic; Lectures Clinical rounds Seminars Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year -log book & portfolio - One MCQ examination -Written and oral</p>

<ul style="list-style-type: none"> ○ . Sexual dysfunctions and paraphilias. ○ . Psychiatric aspects of medical patients (consultation ,liason psychiatry). ○ Somatoform and factious disorders. ○ Dissociative and amnestic disorders ○ . Child psychiatry ○ . Geriatric psychiatry ○ . Personality disorders ○ . Dementia,delirium, and other cognitive disorders ○ . Eating disorders ○ . Elimination disorders ○ . Psychotherapy . ○ . Critical care for psychiatric patients (Emergencies) ○ . Psychopharmacology ○ . Epidemiology of common psychiatric disorders e.g., Schizophrenia, Mood disorders, anxiety disorders, mental retardation, Drug dependence, dementia. ○ . Laboratory, imaging and psychometric investigations of psychiatric patients ○ . Forensic Psychiatry. ○ Psychiatric disorders and comorbidities in COVID19 		examination
<p>B. Mention the principles of updated knowledge of neuroepidemiology and therapeutic trials of these conditions mentioned above in A.A.</p> <ul style="list-style-type: none"> -Psychiatric interview. - Psychoanalysis. - Ethics. - Psychopharmacology. - Psychometric Assessment 	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Clinical rounds -Seminars -Clinical rotations -Service 	<ul style="list-style-type: none"> -OSCE at the end of each year -log book & portfolio - MCQ examination -Written and oral examination

	teaching	
<p>C. Mention basics of the following rare diseases and conditions</p> <p>-Complicated cases of conditions mentioned in A.A. or among high risk group or coincident with other medical troubles or organcity or medico legal aspects.</p>	<p>-Didactic (lectures, seminars, tutorial)</p> <p>-Clinical rounds</p> <p>-Seminars</p> <p>-Clinical rotations</p> <p>-Service teaching</p>	<p>-OSCE at the end of each year</p> <p>-log book & portfolio</p> <p>- MCQ examination</p> <p>-Written and oral examination</p>
D. Explain the facts and principles of the relevant basic supportive sciences related to Psychiatric disorders.		
E. Explain the facts and principles of the relevant clinically supportive sciences related to Psychiatric disorders.		
F. Describe the basic ethical and medicolegal principles revenant to Psychiatric disorders.		
G. Describe the basics of quality assurance to ensure good clinical care in Psychiatric disorders.		
H. Explain the ethical and scientific principles of medical research.		
I. Explain the impact of common health problems in the field of Psychiatric disorders on the society.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case in common problem related to Psychiatric disorders.	-Clinical rounds -Senior staff experience	-Procedure and case presentation -Log book & Portfolio
B. Apply the basic and clinically supportive sciences which are appropriate to Psychiatric disorders related problems.		
C. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Psychiatric disorders.		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs. a. Infection. b. Co morbidities in Psychiatric disorders mentioned in A.A. c. Mortality in the wards.		
G. Plain quality improvement activities in the field of medical education and clinical practice in to Psychiatric disorders.		
H. Create and innovate plans, systems, and other issues for improvement of performance in to Psychiatric disorders.		
I. Present and defend his / her data in front of a panel of experts		
J. Formulate management plans and alternative decisions in different situations in the field of Psychiatric disorders.		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Take history, examine and clinically diagnose different conditions related to Psychiatric disorders mentioned in A.A.</p>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds Clinical rotations (service teaching)</p>	<p>-OSCE -log book & portfolio - One MCQ examination -Clinical exam</p>
<p>B. Interpret the following non invasive and invasive diagnostic procedures Mentioned in C.B</p>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	<p>presentation - Log book - Chick list</p>
<p>C. Perform the following non invasive and invasive diagnostic procedures-</p> <ul style="list-style-type: none"> - EEG, - Neuroelectrophysiology studies. - Psychomtry assessment, - Abreaction, - Drug monitoring. - Sleep analysis. - Transcranial magnetic stimulation (rTMS). - video monitoring EEG. 	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	
<p>D. Prescribe the following non invasive and invasive therapeutic procedures</p> <ul style="list-style-type: none"> - EEG, - Neuroelectrophysiology studies. - CSF examination. - Psychomtry assessment, - Abreaction, - Drug monitoring, - Psychotherapy, - Sleep analysis. 	<p>-Observation -Post graduate teaching -Hand on workshops</p>	

- Transcranial magnetic stimulation (rTMS). - video monitoring EEG.		
E. <u>Perform the following non invasive and invasive therapeutic procedures</u> - Transcranial magnetic stimulation (rTMS) - ECT - Psychotherapy.	-Observation -Post graduate teaching -Hand on workshops	
G. Develop and carry out patient management plans for conditions related to Psychiatric disorders mentioned in A.A&C	-Clinical round with senior staff	
H. Counsel and educate patients and their family about conditions related to Psychiatric disorders mentioned in A.A.& C (Prognosis, rehabilitation, treatment plan, role of family support)	-Clinical round with senior staff	
I. Use information technology to support patient care decisions and patient education for the conditions related to Psychiatric disorders mentioned in A.A.	-Clinical round with senior staff	
J. Provide health care services aimed at preventing the following conditions • Delayed diagnosis, complication, recurrence of Psychiatric disorders and drug interaction in conditions mentioned in A.A.	-Clinical round with senior staff	
k. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the mentioned in A.A and A.C	-Clinical round with senior staff	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)	Clinical round with senior staff	

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology in the common problems (plain and conduct audit cycles) in conditions mentioned in A.A and A.C	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
B. Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.	-Simulations -Clinical round	- Global rating -Procedure & case presentation
C. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness	-Seminars -Lectures -Case presentation	-Log book & Portfolios
D. Use information technology to manage information, access on-line medical information; and support their own education	-Hand on workshops	- Chick list
E. Lead the learning of students and other health care professionals.		

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
G. Perform the following oral communications: a. Interpretation of the results of different investigations related to Psychiatric disorders and discussion of different therapeutic options		
H. Fill the following reports: <ul style="list-style-type: none"> • Patients' medical reports • Death report. • Medicolegal report. 		
I. Work effectively with others as a member or leader of a health care team as regard diagnosis and treatment of conditions mentioned in A.A and A.C		

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation - Senior staff experience - Case taking	-Objective structured clinical examination - Patient survey - 360o global rating
K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		
L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in different health care delivery settings and systems.	<ul style="list-style-type: none"> - Observation - Senior staff experience 	<ul style="list-style-type: none"> - 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		<ul style="list-style-type: none"> - Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		<ul style="list-style-type: none"> - 360o global rating - Patient survey
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

Module (Unit) 2: Psychiatric Emergencies

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A-Explain update and evidence based etiology, clinical picture, diagnosis and management of the of critically ill patients in Psychiatry emergency units including supportive life state, hemodynamic state monitoring, dealing with abnormal behavior , and therapeutic lines of intervention in the following conditions:</p> <ul style="list-style-type: none"> - Neuroleptic malignant syndrome - suicide - . Agitation. -. Substance intoxication. - Bizarre behavior. - Loss of Support. - organic brain syndrome. - critical ill patients. - Psychiatric emergencies in COVID 19 	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - log book -Objective structure clinical examination (OSCE) -MCQ examination -Written and oral exam
<p>B. Mention updated principles of the following:</p> <p>-indication of equipment and techniques, used for monitoring of critically ill patients,</p> <ul style="list-style-type: none"> - Rules& laws for admission & discharge or referral to other centers, consultations or referral to emergency units - Ethics followed in critical ill patients management in psychiatric emergency units. - Forensic psychiatry. 	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -outpatient -inpatient -case presentation -Direct observation 	<ul style="list-style-type: none"> - log book -Objective structure clinical examination (OSCE) -MCQ examination -Written and oral exam
<p>C. Mention basics care of the following rare diseases and complicated conditions</p>	<ul style="list-style-type: none"> -Didactic (lectures, 	<ul style="list-style-type: none"> -OSCE at the end of each

<ul style="list-style-type: none"> - Coincident medical emergencies or organcity. - Comorbid multisystem involvement. - related condition threaten the family or society or patient life. 	seminars, tutorial)	year -log book & portfolio
D. Explain the facts and principles of the relevant basic supportive sciences related to Psychiatric emergencies.	-Clinical rounds -Seminars	- One MCQ examination
E. Explain the facts and principles of the relevant clinically supportive sciences related to Psychiatric emergencies.	-Clinical rotations -Service teaching	-Written and oral examination
F. Describe the basic ethical and medicolegal principles relevant to the Psychiatric emergencies.		
G. Describe the basics of quality assurance to ensure good clinical care in Psychiatric emergencies.		
H. Explain the ethical and scientific principles of medical research.		
I. Explain the impact of common health problems in the field of Psychiatric emergencies.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
G. Design and present case in common problem related to Psychiatric emergencies	-Clinical rounds -Senior staff experience Discussion	-Procedure and case presentation -Log book & Portfolio
H. Apply the basic and clinically supportive sciences which are appropriate to the Psychiatric emergencies related problems.		
I. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Psychiatric emergencies.		
J. Plan research projects.		
K. Write scientific papers.		
F. Lead risk management activities as a part of clinical governance <ul style="list-style-type: none"> • Self injuries. • Shock. • Drug idiosyncrasy. • Drug reaction. 		
L. Plan quality improvement activities in the field of medical education and clinical practice in Psychiatric emergencies		
M. Create and innovate plans, systems, and other issues for improvement of performance in Psychiatric emergencies.		
N. Present and defend his / her data in front of a panel of experts		
O. Formulate management plans and alternative decisions in different situations in the field of Psychiatric emergencies		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Take history, examine and clinically diagnose different conditions related to Psychiatric emergencies</p>	<p>Lecture - Seminar - Outpatient -Inpatient -Case presentation -Direct observation</p>	<p>-OSCE -log book & portfolio - One MCQ -Clinical exam</p>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> - Blood gases and Metabolic Profile. - Disability evaluation : GCS, - Heamodynamic Monitoring . - Respiratory monitoring. - appropriate investigation for Behavioral control of excited patient. - CPK 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	<ul style="list-style-type: none"> - Procedure presentation - Log book - Chick list
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> - Blood gases and Metabolic Profile. - Disability evaluation : GCS, - Homodynamic Monitoring. - Respiratory monitoring. - CPK 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	<ul style="list-style-type: none"> - Procedure presentation - Log book - Chick list
<p>D. Perform the following non invasive and invasive diagnostic procedures</p>	<ul style="list-style-type: none"> -Clinical round with senior staff 	<ul style="list-style-type: none"> - Procedure presentation

<ul style="list-style-type: none"> • The procedures mentioned in C.B 	<ul style="list-style-type: none"> -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	<ul style="list-style-type: none"> - Log book - Chick list
<p>E. Prescribe the following non invasive and invasive therapeutic procedures.</p> <ul style="list-style-type: none"> - Disability evaluation : GCS, - Haemodynamic Monitoring. - Respiratory monitoring. - Behavioral control of excited patient. 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	<ul style="list-style-type: none"> - Procedure presentation - Log book - Chick list
<p>F. Perform the following non invasive and invasive therapeutic procedures</p> <ul style="list-style-type: none"> - Behavioral control of excited patient. - ECT. 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	<ul style="list-style-type: none"> - Procedure presentation - Log book - Chick list
<p>G. Develop patient management plans for the following problems</p> <ul style="list-style-type: none"> • Diseases mentioned in A.A and A.C 	<ul style="list-style-type: none"> -Clinical round with senior staff 	
<p>H. Develop and carry out patient management plans for the following problems.</p> <ul style="list-style-type: none"> • Conditions mentioned in A.A&C 	<ul style="list-style-type: none"> -Clinical round with senior staff 	

<ul style="list-style-type: none"> Discharged patients' emergency unit. 		
<p>I. Counsel and educate patients and their family about;</p> <ul style="list-style-type: none"> Symptoms of critical illness Psychiatric patient Methods of management Complications & prognosis of critically ill patients. 	-Clinical round with senior staff	
<p>J. Use information technology to support patient care decisions and patient education for the Psychiatric emergencies related conditions.</p>	-Clinical round with senior staff	
<p>K. Provide health care services aimed at preventing the following conditions</p> <ul style="list-style-type: none"> Self Injuries or to surroundings. 	-Clinical round with senior staff	
<p>L. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the management of conditions in AA</p>	-Clinical round with senior staff	
<p>M. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)</p>		

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Perform practice-based improvement activities using a systematic methodology in the common problems (plain and conduct audit cycles) in the following problems:</p> <ul style="list-style-type: none"> - patient care for mentioned conditions in A.A&C 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<p>B. Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.</p> <ul style="list-style-type: none"> • Drug interactions. • Autonomic disturbance. • Cardiac insult. • Drug reaction. 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<p>C. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness</p>		
<p>D. Use information technology to manage information, access on-line medical information; and support their own education</p>		
<p>E. Lead the learning of students and other health care professionals.</p> <p>Different maneuvers in stroke unit</p> <p>Settings of ventilator</p>		

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
G. Perform the following oral communications: a. Advise patient family b. Deal with patient relatives c. Ordering residents d. Ordering nurses		
H. Fill the following reports: <ul style="list-style-type: none"> • Patients' medical reports • Patient chart. • Death report. • MEDICOLEGAL REPO 		
I. Work effectively with others as a member or leader of a health care team <ul style="list-style-type: none"> • A member of a health care team in Psychiatric Emergencies. • A leader of a health care team in night shift 		

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation - Senior staff experience - Case taking	-Objective structured clinical examination - Patient survey - 360o global rating
K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		
L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in different health care delivery settings and systems.	<ul style="list-style-type: none"> - Observation - Senior staff experience 	<ul style="list-style-type: none"> - 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		<ul style="list-style-type: none"> - Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		<ul style="list-style-type: none"> - 360o global rating
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		<ul style="list-style-type: none"> - Patient survey

Module 3: Interventional Psychiatry & Neuroimaging

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A- Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions related to Psychiatry and Diagnostic Indications of different Neuroimaging modalities.</p> <ul style="list-style-type: none"> ○ Electroconvulsive therapy ECT ○ Drug screening, ○ Psychotherapy: ○ Psychoanalytic psychotherapy. ○ Brief psychotherapy. ○ Individual psychotherapy. ○ Psychodrama. ○ Family therapy. ○ biofeedback ○ Behavioral therapy. ○ Family therapy. ○ Cognitive therapy. ○ CBT ○ (Cognitive behavior therapy.) ○ Hypnosis. ○ rTMS 	<ul style="list-style-type: none"> - Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient - Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book - Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam
<p>B. Mention the principles of the following:</p> <ul style="list-style-type: none"> -Normal and abnormal findings of neuroelctrophysiology and neuroimaging studies. - Indications and prognostic values and diagnostic tools sensitivity of each tool prescribed in AA 	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -outpatient -inpatient 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE)

<p>C. Mention basics of the following rare diseases and conditions,</p> <ul style="list-style-type: none"> • Mentioned conditions above combined with other insults (trauma, metabolic disturbance , toxicity) 	<p>-case presentation -Direct observation</p>	<p>One MCQ examination -Written and oral exam</p>
<p>D. Explain the facts and principles of the relevant basic supportive sciences related to interventional psychiatry and neuroimaging studies.</p>		
<p>E. Explain the facts and principles of the relevant clinically supportive sciences related to interventional psychiatry and neuroimaging studies.</p>		
<p>F. Describe the basic ethical and medicolegal principles relevant to the interventional psychiatry and neuroimaging studies.</p>		
<p>G. Describe the basics of quality assurance to ensure good clinical care in interventional psychiatry and neuroimaging studies.</p>		
<p>H. Explain the ethical and scientific principles of medical research.</p>		
<p>I. Explain the impact of common health problems in the field of interventional psychiatry and neuroimaging studies on the society.</p>		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case in common problem related to interventional psychiatry and neuroimaging studies.	-Clinical rounds -Senior staff experience And discussion.	-Procedure and case presentation -Log book & Portfolio
B. Apply the basic and clinically supportive sciences which are appropriate to the interventional psychiatry and neuroimaging studies related to psychiatric problems.		
C. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to interventional psychiatry and neuroimaging studies.		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs. <ul style="list-style-type: none"> ● Vasovagal attack. ● Complication of DRUG USED ● Transmission of infection. ● Neurosis. ● Somatization. 		
G. Plain quality improvement activities in the field of medical education and clinical practice in interventional psychiatry and neuroimaging studies.		
H. Create and innovate plans, systems, and other issues for improvement of performance in interventional psychiatry and neuroimaging studies.		
I. Present and defend his / her data in front of a panel of experts		
J. Formulate management plans and alternative decisions in different situations in the field of interventional psychiatry and neuroimaging studies.		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Take history, examine and clinically diagnose different conditions related to interventional psychiatry and neuroimaging studies.</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) - Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> -OSCE -log book & portfolio - MCQ -Clinical exam
<p>B. Order the following non invasive and invasive diagnostic procedures Neuroimaging modalities. .Electroconvulsive therapy ECT . Drug screening, Psychotherapy: -psychoanalytic psychotherapy. - brief psychotherapy. - individual psychotherapy. - psychodrama. - family therapy. - biofeedback - behavioral therapy. - family therapy. - cognitive therapy. -CBT (cognitive behavioral therapy.) - Hypnosis. - rTMS</p>	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	<ul style="list-style-type: none"> - Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - OSCE -log book & portfolio - MCQ -Clinical exam
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> • The procedures mentioned in C.B. 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching 	<ul style="list-style-type: none"> - Procedure presentation - Log book - Chick list - Objective

	<ul style="list-style-type: none"> -Hand on workshops -Perform under supervision of senior staff 	<p>structure clinical examination (OSCE)</p> <p>-</p>
<p>D. Perform the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> - ECT . - psychotherapy: <ul style="list-style-type: none"> -psychoanalytic psychotherapy. - Brief psychotherapy. - Individual psychotherapy. - Psychodrama. - Family therapy. - biofeedback - Behavioral therapy. - Family therapy. - Cognitive therapy. -CBT (Cognitive behavioral therapy.) - Hypnosis. - rTMS. 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	
<p>E. Prescribe the following non invasive and invasive therapeutic procedures.</p> <ul style="list-style-type: none"> ● Mentioned above 	<ul style="list-style-type: none"> -Clinical round with senior staff -Observation 	
<p>F. Perform the following non invasive and invasive therapeutic procedures</p> <ul style="list-style-type: none"> ○ Neuroimaging modalities. ○ .Electroconvulsive therapy ECT ○ . Extracerebral stimulation CS, ○ . Drug screening, ○ Psychotherapy: <ul style="list-style-type: none"> -psychoanalytic psychotherapy. ○ brief psychotherapy. 	<ul style="list-style-type: none"> -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff 	

<ul style="list-style-type: none"> ○ individual psychotherapy. ○ psychodrama. ○ family therapy. ○ biofeedback ○ behavioural therapy. ○ family therapy. ○ cognitive therapy. ○ -CBT ○ (Cognitive behavior therapy.) ○ Hypnosis. ○ rTMS 		
<p>G. Develop and carry out patient management plans for the following problems</p> <ul style="list-style-type: none"> ● Related to interventional psychiatry 	<p>-Clinical round with senior staff</p>	
<p>H. Counsel and educate patients and their family about;</p> <ul style="list-style-type: none"> ● Prognosis of diagnosed condition related to interventional psychiatry 	<p>- Clinical round with senior staff -Perform under supervision of senior staff</p>	
<p>I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions.</p>	<p>-Clinical round with senior staff</p>	
<p>J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA</p>	<p>-Clinical round with senior staff</p>	
<p>K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following:</p> <ul style="list-style-type: none"> ● Psychiatric assessment& reporting ● medicolegal assessments. 	<p>-Clinical round with senior staff</p>	

<ul style="list-style-type: none"> • Rehabilitation 		
<p>L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)</p>		

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Perform practice-based improvement activities using a systematic methodology in the common problems (plain and conduct audit cycles)</p> <ul style="list-style-type: none"> • Guidelines for procedures • Interpretation of findings 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<p>B. Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.</p> <ul style="list-style-type: none"> • Articles about topics mentioned in A.A 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list

C. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness		
D. Use information technology to manage information, access on-line medical information; and support their own education		
E. Lead the learning of students and other health care professionals in Pulmonary function testing		

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating
G. Perform the following oral communications: e. Interpretation of result of the pulmonary function test and blood gases		-Procedure & case presentation
H. Fill the following reports: • Final comment on the results of the interventional tools		-Log book & Portfolios
I. Work effectively with others as a member or leader of a health care team ➤ A member of a health care team in psychotherapy, ECT, rTMS		- Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	<ul style="list-style-type: none"> - Observation - Senior staff experience - Case taking 	<ul style="list-style-type: none"> -Objective structured clinical examination - Patient survey - 360o global rating
K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		
L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in different health care delivery settings and systems.	<ul style="list-style-type: none"> - Observation - Senior staff experience 	- 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		- Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		- 360o global rating - Patient survey
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

Module 4: Addiction

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions related to addiction r diagnosis, treatment or follow up including the following aspects(techniques, method of study, circumstances that give significant measurable effects on reported findings(age, drugs),of the following conditions:</p> <ul style="list-style-type: none"> - Alcohol. - Opiate dependence & related drugs - Cannabenoid dependence -.Benzodiazepine dependence - Barbiturate dependence - Stimulants dependence - Amphetamine. - Anabolics -New substance abuse. - Other types of substance dependence (volatiles) - hypnotics. Anaxiolytics. Sedative. • Significant comorbidity with substance-related disorder Toxicity. Withdrawal, - detoxification Rehabilitation 	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book - Objective structure clinical examination (OSCE) - One MCQ examination at the second half of the second year -Written and oral exam

<p>- prevention of relapses Application of psychometric tests.e.g. ASI [Addiction Severity Index] - Psychotherapy related to specific types of Substances dependence.</p>		
<p>B. Mention the principles of the following: - Habituation, dependence , toxicity, intoxication, withdrawal.</p>	<p>-Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation</p>	<p>- Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam</p>
<p>C. Mention basics of the following rare or degenerative diseases and conditions related to addiction with other morbidity or organicity.</p>	<p>-Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation</p>	<p>- Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam</p>
<p>D. Explain the facts and principles of the relevant basic supportive sciences related to addiction.</p>	<p>-Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation</p>	<p>- Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam</p>

<p>E. Explain the facts and principles of the relevant clinically supportive sciences related to addiction</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam 		
<p>F. Describe the basic ethical and medico legal principles relevant to addiction.</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam 		
<p>G. Describe the basics of quality assurance to ensure good clinical care in addiction</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam 		
<p>H. Explain the ethical and scientific principles of medical research.</p>			<ul style="list-style-type: none"> -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - MCQ examination -Written and oral exam
<p>I. Explain the impact of common health problems in the field of addiction on the society.</p>				

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case in common problem related to addiction	-Clinical rounds -Senior staff experience and discussion	-Procedure and case presentation -Log book & Portfolio
B. Apply the basic and clinically supportive sciences which are appropriate to addiction related problems.		
C. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to addiction.		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs. <ul style="list-style-type: none"> • Cardio respiratory arrest • Cross CNS infection. • AUTONOMIC MANIFESTATIONS. 		
G. Plain quality improvement activities in the field of medical education and clinical practice in addiction		
H. Create and innovate plans, systems, and other issues for improvement of performance in addiction		
I. Present and defend his / her data in front of a panel of experts		
J. Formulate management plans and alternative decisions in different situations in the field of addiction		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to addiction	-Didactic (lectures, seminars, tutorial) - Outpatient -Inpatient Case presentation -Direct observation	-OSCE -log book & portfolio - MCQ examination -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures <ul style="list-style-type: none"> • Drug screening. • Metabolic profile 	-Lecture - Seminar -Outpatient -Inpatient -Case presentation -Direct observation	- Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - MCQ examination
C. Interpret the following non invasive and invasive diagnostic procedures <ul style="list-style-type: none"> • Mentioned in C.B. 	-Didactic (lectures, seminars, tutorial) -outpatient -inpatient -case presentation -Direct observation	- Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - MCQ
D. Prescribe the following noninvasive and invasive therapeutic procedures. <ul style="list-style-type: none"> • For all procedures mentioned above in CB 	-Didactic (lectures, seminars, tutorial)	- Procedure presentation - Log book
E. Perform the following non invasive		- Chick list

therapeutic procedures <ul style="list-style-type: none"> • Withdrawal • rehabilitation 	-Outpatient -Inpatient -Case presentation -Direct observation	
F. Develop and carry out patient management plans for the mentioned problems related to addiction in AA& CB.	-Clinical round with senior staff	
G. Counsel and educate patients and their family about conditions mentioned in A.A.	- Clinical round with senior staff -Perform under supervision of senior staff	
H. Use information technology to support patient care decisions and patient education for the addiction related conditions.	-Clinical round with senior staff	
I. Provide health care services aimed at preventing the complication of conditions Related to interventional Psychiatry.	-Clinical round with senior staff	
J. Work with health care professionals, including those from other disciplines, to provide patient-focused patient care for related conditions mentioned A.A.	-Clinical round with senior staff	
K. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records).		

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Perform practice-based improvement activities using a systematic methodology in the common problems (plain and conduct audit cycles)</p> <ul style="list-style-type: none"> • Multimodality approach for management of mentioned conditions A.A. 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<p>B. Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.</p> <ul style="list-style-type: none"> • Articles about Addiction 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation
<p>C. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness</p>	<ul style="list-style-type: none"> -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> -Log book & Portfolios - Chick list
<p>D. Use information technology to manage information, access on-line medical information; and support their own education</p>		
<p>E. Lead the learning of students and other health care professionals in addiction</p>		

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
G. Perform the following oral communications: With patient and family about line of treatment.		
H. Fill the following reports: <ul style="list-style-type: none"> • Medical/ legal report. 		
I. Work effectively with others as a member or leader of a health care team: <ul style="list-style-type: none"> ➤ A member of a health care team in addiction 		

Professionalism

ILOS	Methods of teaching/ Learning	Methods of Evaluation
J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation - Senior staff experience - Case taking	-Objective structured clinical examination - Patient survey - 360o global rating
K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		
L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in different health care delivery settings and systems.	- Observation - Senior staff experience	- 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care.	- Observation - Senior staff experience	- Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities.		- 360o global rating
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		- Patient survey

Module 5: Psychometry lab

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A-Explain update and evidence based principle of psychometric assessment of the following :</p> <p style="padding-left: 20px;">❖ Intelligence:</p> <p style="padding-left: 40px;">a. Stanford- Binet test.</p> <p style="padding-left: 40px;">b. Wechsler intelligence scale with different subtypes.</p> <p style="padding-left: 40px;">c. Bailey Developmental scale.</p> <p style="padding-left: 40px;">d. Gicsel infant developmental scale</p> <p>❖ Test of organicity:-</p> <p>a. MMSE.</p> <p>b. Dementia rating scales.</p> <p>c. Bender Gestalt Scales.</p> <p>d. Benton- visual retention tests.</p> <p>e. Petrus Mazes.</p> <p>❖ Tests of personality:</p> <p style="padding-left: 20px;">a) MMPI</p> <p style="padding-left: 20px;">b) Roscach test.</p> <p style="padding-left: 20px;">c) TAT & CAT test.</p> <p style="padding-left: 20px;">d) 5 facet personality inventory.</p> <p style="padding-left: 20px;">e) Eysenk personality inventory.</p> <p>❖ Hamilton scales.</p> <p>❖ Beck depression scales.</p> <p>❖ Yale Brown OBSESSION Scales.</p> <p>❖ Brief psychiatric scales.</p> <p>❖ WRAT.</p> <p>❖ CPT.</p> <p>❖ ADI-R.</p> <p>❖ Deterioration index.</p>	<p>-Didactic (lectures, seminars, tutorial)</p> <p>-Outpatient</p> <p>-Inpatient</p> <p>-Case presentation</p> <p>-Direct observation</p>	<p>- Log book</p> <p>- Objective structure clinical examination (OSCE)</p> <p>- One MCQ examination at the second half of the second year</p> <p>-Written and oral exam</p>
<p>B. Mention the principles of each test for</p> <p>- Indication,</p> <p>- Sensitivity.</p> <p>- Validity.</p>	<p>-Didactic (lectures, seminars, tutorial)</p>	<p>- Log book</p> <p>-Objective structure clinical</p>

<ul style="list-style-type: none"> - Reliability. - indication, - Precaution. 	<ul style="list-style-type: none"> -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> examination (OSCE) - MCQ examination -Written and oral exam
<p>C. Mention basics of the following rare or degenerative diseases and conditions related to Psychometry with other morbidity or organicity or unreliability of patient.</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam
<p>D. Explain the facts and principles of the relevant basic supportive sciences related to addiction.</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam
<p>E. Explain the facts and principles of the relevant clinically supportive sciences related to Psychometry lab</p>	<ul style="list-style-type: none"> -Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation 	<ul style="list-style-type: none"> - Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam

F. Describe the basics of quality assurance to ensure good clinical care in Psychometry lab	-Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation	- Log book -Objective structure clinical examination (OSCE) - MCQ examination -Written and oral exam
G. Explain the ethical and scientific principles of medical research relevant to Psychometry lab.		
H. Explain the impact of common health problems in the field of Psychometry lab on the society.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A Design and present case in common problem related to Psychometry lab .	-Clinical rounds -Senior staff experience	-Procedure and case presentation -Log book & Portfolio
B. Apply the basic and clinically supportive sciences which are appropriate to Psychometry lab related problems.		
C. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Psychometry lab .		
D. Plan research projects.		
E. Write scientific papers.		

F. Lead risk management activities as a part of clinical govern. • unreliability		
G. Plan quality improvement activities in the field of medical education and clinical practice in Psychometry lab		
H. Create and innovate plans, systems, and other issues for improvement of performance in Psychometry lab		
I. Present and defend his / her data in front of a panel of experts		
I. Formulate management plans and alternative decisions in different situations in the field of Psychometry lab		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Psychometry lab	-Didactic (lectures, seminars, tutorial) - Outpatient -Inpatient Case presentation -Direct observation	-OSCE -log book & portfolio - MCQ examination -Clinical exam
B. Order the following non invasive a diagnostic procedures ❖ INTELLIGENCE:	-Lecture - Seminar -Outpatient	- Procedure presentation - Log book

<p>a) Stanford- Binet test. b) Wechsler intelligence scale.with different subtypes. c) Bayly Developmental scale. d) Gicse infant developmental scale</p> <p>❖ TEST OF ORGANICITY:- a. MMSE. b. Dementia rating scales. c. Bender Gestalt Scales. d. Benton- visual retention tests. e. Petrus Mazes.</p> <p>❖ Tests of personality: a. MMPI b. Roscach test. c. TAT & CAT test. d. 5 facet personality inventory. e. Eysenk personality inventory.</p> <p>❖ Hamilton scales. ❖ Beck depression scales. ❖ Yale Brown OBSESSION SCALES. ❖ Brief psychiatric scales. ❖ WRAT. ❖ CPT. ❖ -ADI-R</p>	<p>-Inpatient -Case presentation -Direct observation</p>	<p>- Chick list - Objective structure clinical examination (OSCE) - MCQ examination</p>
<p>C.Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> • Mentioned in C.B. 	<p>-Didactic (lectures, seminars, tutorial) -outpatient -inpatient -case presentation -Direct observation</p>	<p>- Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - MCQ</p>
<p><u>D</u>.Prescribe the following non invasive and</p>	<p>-Didactic</p>	<p>- Procedure</p>

<p>invasive therapeutic procedures.</p> <ul style="list-style-type: none"> • For all procedures mentioned above in CB 	<p>(lectures, seminars, tutorial)</p> <ul style="list-style-type: none"> -Outpatient -Inpatient -Case presentation -Direct observation 	<p>presentation</p> <ul style="list-style-type: none"> - Log book - Chick list
<p><u>E</u>.Perform the following non invasive procedures for follow up of treatment</p> <p>INTELLIGENCE:</p> <ul style="list-style-type: none"> - Stanford- Binet test. - Wechsler intelligence scale.with different subtypes. - Bayly Developmental scale. - Gicse infant developmental scale <p>TEST OF ORGANICITY:-</p> <ul style="list-style-type: none"> - MMSE. - Dementia rating scales. - Bender Gestalt Scales. - Benton- visual retention tests. - Petrus Mazes. <p>Tests of personality:</p> <p>MMPI</p> <p>Roskach test.</p> <p>TAT & CAT test.</p> <ul style="list-style-type: none"> - 5 facet personality inventory. - Eysenk personality inventory. - Hamilton scales. - Beck depression scales. - Yale Brown OBSESSION SCALES. - Brief psychiatric scales. - WRAT. - CPT. 		

-ADI-R		
F. Develop and carry out patient management plans for the mentioned problems related to addiction in AA& CB.	-Clinical round with senior staff	
G. Counsel and educate patients and their family about conditions mentioned in A.A.	- Clinical round with senior staff -Perform under supervision of senior staff	
H. Use information technology to support patient care decisions and patient education for the Psychometry lab related conditions.	-Clinical round with senior staff	
I. Provide health care services aimed at preventing the complication of conditions Related to interventional Psychiatry.	-Clinical round with senior staff	
J. Work with health care professionals, including those from other disciplines, to provide patient-focused patient care for related conditions mentioned A.A.	-Clinical round with senior staff	
K. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records).		

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A.Perform practice-based improvement activities using a systematic methodology in the common problems (plain and conduct audit cycles)</p> <ul style="list-style-type: none"> • Multimodality approach for management of mentioned conditions A.A. 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<p>B.Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.</p> <ul style="list-style-type: none"> • Articles about Psychometry lab 	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<p>C.Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness</p>		
<p>D.Use information technology to manage information, access on-line medical information; and support their own education</p>		
<p>E.Lead the learning of students and other health care professionals in Psychometry lab</p>		

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	<ul style="list-style-type: none"> -Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops 	<ul style="list-style-type: none"> - Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
G.Perform the following oral communications: f. With patient and family about prognostic value for treatment		
H.Fill the following reports: • Medical/ legal report.		
J. Work effectively with others as a member or leader of a health care team: ➤ A member of a health care team in Psychometry lab		

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
K. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation - Senior staff experience - Case taking	-Objective structured clinical examination - Patient survey
L. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		- 360o global rating
M. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
N. Work effectively in different health care delivery settings and systems.	- Observation - Senior staff experience	- 360o global rating
O. Practice cost-effective health care and resource allocation that does not compromise quality of care.	- Observation - Senior staff experience	- Check list evaluation of live or recorded performance
P. Advocate for quality patient care and assist patients in dealing with system complexities.		- 360o global rating - Patient survey
Q. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

4. Course contents (topic s/modules/rotation Course Matrix

Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skill C	General Skills D
Module 1 Psychiatric Disorders				
Psychotic disorders	A-I	A-J	A-L	A-P
Psychiatric interview	B A-I	A	A	A-P
Mood disorders	A-I	A-D	A-L	A-P
Anxiety disorders	A-I	A-D	A-L	A-P
Sleep disorders	A,D	A-D	A-C	A-P
Sexual dysfunctions and paraphilias	A,C,D	A-D	A,B	A-P
Psychiatric aspects of medical patients (consultation liaison psychiatry).	A	A-D	A-E	A-P
Somatoform and factitious disorders.	A,C	A-D	A,C	A-P
Dissociative and amnesic disorders	A,D	A,D	A-E	A-P
Child psychiatry	A-C-I	A-D	A-I	A-P
Geriatric psychiatry	A,C-J	A-D	A-I	A-P
Personality disorders	A	A-D	A-I	A-P
Anxiety disorders	A,C-I	A-G	A-L	A-P
Dementia, delirium, and other cognitive disorders	A,C-I	A-G	A-L	A-P
. Forensic Psychiatry.	B	A,B	A-D	A-P
Eating disorders	A	A	A-D	A-P
mental retardation	A,C-I	A-D	A-E	A-P

Drug dependence	A,C-I	A-D	A-L	A-P
Dementia.	A,C-I	A-D	A-C	A-D
Psychoanalysis	B	A-D	A-C	A-D
Ethics.	B	A,B	A	A-P
Psychopharmacology.	B	A,B	A,B	A-E
Psychometric Assessment	B	A,B	A-E	A-E
Elimination disorders	A,C	A-G	A-C	A-E
. Psychotherapy .	B	A-G	A-D	A-F
Critical care for psychiatric patients (Emergencies)	A,C	A-I	A-C	A-R
. Psychopharmacology	B	A,B	A-B	A-C
Epidemiology of common psychiatric disorders	A	A	H-J	A-C
Laboratory, imaging and psychometric investigations of psychiatric patients	A,B	A	H-J	A-C
-Psychiatric disorders in COVID 19 -Psychiatric comorbidity of COVID19	A,C	A-I	A-C	A-R
Module 2 Psychiatric Emergencies				
Neuroleptic malignant syndrome	A-I	A-J	A-M	A-P
- suicide	A-I	A-J	A-M	A-P
. Agitation.	A-I	A-J	A-M	A-P
Substance intoxication.	A-I	A-J	A-M	A-P
- Bizarre behavior	A-I	A-J	A-M	A-P
Loss of Support.	A-I	A-J	A-M	A-P
-Organic brain syndrome.	A-I	A-J	A-M	A-P
Critical ill patients	A-I	A-J	A-M	A-P
Psychiatric emergencies in COVID 19	A-I	A-J	A-M	A-P
Module 3 Interventional Psychiatry & Neuroimaging				
B- Electroconvulsive therapy ECT	A-I	A-J	A-L	A-P
. Drug screening,	B A-I	A	A	A-P

C- Psychotherapy	A-I	A-J	A-L	A-P
Psychoanalytic psychotherapy.	B A-I	A	A	A-P
Brief psychotherapy.	A-I	A-D	A-L	A-P
- individual psychotherapy.	B A-I	A	A	A-P
Psychodrama .	A-I	A-D	A-L	A-P
Family therapy	B A-I	A	A	A-P
Biofeedback	A-I	A-D	A-L	A-P
Behavioral therapy.	B A-I	A	A	A-P
- family therapy.	A-I	A-D	A-L	A-P
cognitive therapy.	B A-I	A	A	A-P
CBT (cognitive behav therapy	A-I	A-D	A-L	A-P
Hypnosis.	A-I	A-D	A-L	A-P
- rTMS	A-I	A-D	A-L	A-P
Module 4 Addiction				
Dependence, intoxication, withdrawal, Rehabilitation				A-P
Alcohol.	A-I	A-J	A-K	A-P
Opiate dependence & related drugs	A-H	A-J	A-K	A-P
Cannabenoid dependence	A-H	A-J	A-K	A-P
-.Benzodiazepine dependence	A-H	A-J	A-K	A-P
Barbiturate dependence	A-H	A-J	A-K	A-P
- Stimulants dependence	A-H	A-J	A-K	A-P
Amphetamine.	A-H	A-J	A-K	A-P
Anabolic	A-H	A-J	A-K	A-P
New substance abuse	A-H	A-J	A-K	A-P
Other types of substance dependence (volatiles)	A-H	A-J	A-K	A-P

- Hypnotics.	A-H	A-J	A-K	A-P
Anxiolytics.	A-H	A-J	A-K	A-P
Sedative.	A-H	A-J	A-K	A-P
Module 5 Psychometry Lab				
INTELLIGENCE	A-I	A-J	A-K	A-P
Tests of personality:	A-I	A-J	A-K	A-P
f.	A-I	A-J	A-K	A-P
g. Hamilton scales.				
h. Yale Brown obsession scales.	A-I	A-J	A-K	A-P
i. Brief psychiatric scales.	A-I	A-J	A-K	A-P
Test of organ city	A-I	A-J	A-K	A-P

5. Course Methods of teaching/learning: for students

Didactic (lectures, seminars, tutorial)

1. Outpatient
2. Inpatient
3. Clinical rounds
4. Clinical rotations
5. Service teaching
6. Direct observation
7. Post graduate teaching
8. Hand on workshops
9. Perform under supervision of senior staff
10. Simulations
11. Present a case (true or simulated) in a grand round
12. Case Taking
13. journal club,
14. Critically appraised topic,
15. Educational prescription
16. Observation & supervision

17. Written & oral communications

6. Course Methods of teaching/learning: for students with poor achievements

1. Extra Didactic (lectures, seminars, tutorial) according to their needs
2. Extra training according to their needs

7. Course assessment methods:

i. Assessment tools:

- Clinical examination
- Written
- Oral examination
- Check list
- log book & portfolio
- Procedure/case presentation
- MCQ
- Objective structured clinical examination
- Check list evaluation of live or recorded performance
- Record review (report)
- Patient survey
- 360o global rating

ii. **Time schedule:** At the end of the second part

iii. **Marks 1200.(written+ oral + clinical) exam.**

8. List of references

i. Lectures notes

- Course notes
- Staff members print out of lectures and/or CD copies

ii. Essential books

-Kaplan & Sadock's Pocket Handbook of Clinical Psychiatry- Benjamin J. Sadock MD, Samoon Ahmad M.D., Virginia A. Sadock MD -LWW (2018)

-Oxford handbook of Psychiatry David Semple Roger Smyth, Jonathan Burns, Rajan Darjee, Andrew McIntosh Oxford medical publication, 2nd edition 2009.OUP Oxford, 26 Mar 2009 - 977 halaman.

Comprehensive Clinical Psychiatry,2014 :Steven L Dubovsky (University of Buffalo, USA) ; and; Amelia N Dubovsky.

First Aid for the Psychiatry Clerkship-McGraw-Hill (2018). Latha Ganti, Matthew S. Kaufman, Sean M. Blitzstein -

-Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry 4th Edition (2019) by Patricia Casey.

- Kaplan & Sadock's synopsis of Psychiatry, 12th edition. By Robert Boland , By (author) Marcia Verduin , Dr. Pedro Ruiz,Wolters Kluwer Health.

-Latha Ganti, Matthew S. Kaufman, Sean M. Blitzstein - First Aid for the Psychiatry Clerkship-McGraw-Hill (2018)

-Diagnostic and Statistical Manual of Mental Disorders, Text Revision DSM-5-TR 5th Edition by American Psychiatric Association (Author) www.appi.org › Products › DSM-Library › Diagnostic-and-Statistical-Man.

-APA Releases Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition(2022), Text Revision (DSM-5-TR).

iv-Recommended book:

-Comprehensive Textbook Of Psychiatry Hardcover English by Benjamin J. Sadock , Virginia A. Sadock , Dr. Pedro Ruiz,10th edition.

iv. Periodicals, Web sites, ... etc

○ **Periodicals:**

v. others

None

Periodicals for last 3-5 years, Web sites, ... etc

- American Journal of Psychiatry
- British journal of psychiatry.
- BMJ (Neurology, Neurosurgery and Psychiatry)
- Egyptian Journal of Neurology, Psychiatry and neurosurgery.
- Egyptian Journal of Psychiatry.
- Years book of Psychiatry and Neurology.
- Archives of general psychiatry.
- American journal of physiology.
- Journal of applied physiology.
- Human pathology
- Histopathology
- American Journal of surgical pathology
- **Web Sites:** <http://www.ncbi.nlm.nih.gov/pubmed/>

Others: None

9. Signatures

Course Coordinator:	Head of the Department:
Date:	Date: :

ANNEX 2

Program Academic Reference Standards (ARS)

1- Graduate attributes for medical doctorate in Psychiatry

The Graduate (after residence training and medical doctorate years of study) must:

- 1-** Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in the chosen field of Psychiatry.
- 2-** Have continuous ability to add knowledge to the Psychiatry through research and publication.
- 3-** Appraise and utilise relevant scientific knowledge to continuously update and improve clinical practice.
- 4-** Acquire excellent level of medical knowledge in the basic biomedical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care and scientific research.
- 5-** Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion.
- 6-** Identify and create solutions for health problems in his speciality.
- 7-** Acquire an in depth understanding of common areas of Psychiatry, from basic clinical care to evidence based clinical application, and possession of required skills to manage independently all problems in these areas.
- 8-** Demonstrate leadership competencies including interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public.

- 9-** Function as teacher in relation to colleagues, medical students and other health professions.
- 10-** Master decision making capabilities in different situations related to his field of practice.
- 11-** Show leadership responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.
- 12-** Demonstrate in depth awareness of public health and health policy issues including independent ability to improve health care, and identify and carryout system-based improvement of care.
- 13-** Show model attitudes and professionalism.
- 14-** Demonstrate commitment for lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages and in the Psychiatry or one of its subspecialties.
- 15-** Use recent technologies to improve his practice in the Psychiatry field.
- 16-** Share in updating and improving clinical practice in the Psychiatry field.

2- Competency based Standards for medical doctorate in Psychiatry

2.1- Knowledge and understanding

By the end of the program, the graduate should demonstrate satisfactory knowledge and understanding of

- 2-1-A-** Established, updated and evidence- based theories, basics and developments of Psychiatry and relevant sciences.
- 2-1-B-** Basics, methods and ethics of medical research.
- 2-1-C-** Ethical and medicological principles of medical practice related to Psychiatry field.
- 2-1-D-** Principles and measurements of quality in the Psychiatry field.
- 2-1-E-** Principles and efforts for maintainance and improvements of public health.

2- Intellectual skills

By the end of the program, the graduate should be able to demonstrate the following

- 2-2-A-** Application of basic and other relevant science to solve speciality related Problems.
- 2-2-B-** Problem solving based on available data.
- 2-2-C-** Involvement in research studies related to the Psychiatry.
- 2-2-D-** Writing scientific papers.
- 2-2-E-** Risk evaluation in the related clinical practice.
- 2-2-F-** Planning for performance improvement in the Psychiatry field.
- 2-2-G-** Creation and innovation in the Psychiatry field.
- 2-2-H-** Evidence – based discussion.
- 2-2-I-** Decision making in different situations related to the Psychiatry fields.

2.3- Clinical skills

By the end of the program, the graduate should be able to

+ Competency-based outcomes for Patient Care:-

- 2-3-A-** MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth understanding and from basic science to evidence – based clinical application and possession of skills to manage independently all problems in his field of practice.
- 2-3-B-** Master patient care skills relevant to that Psychiatry for patients with all diagnoses and procedures.
- 2-3-C-** Write and evaluate reports for situations related to the field of Psychiatry.

2.4- General skills

By the end of the program, the graduate should be able to

+ Competency-based outcomes for Practice-based Learning and Improvement

- 2-4-A-** Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management
- 2-4-B-** Use competently all information sources and technology to improve his practice.
- 2-4-C-** Master skills of teaching and evaluating others.
- + Competency-based objectives for Interpersonal and Communication Skills***
- 2-4-D-** Master interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.

+ Competency-based objectives for Professionalism

- 2-4-E-** Master Professionalism behavior, as manifested through a commitment to carrying out professional

responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

 ***Competency-based objectives for Systems-based Practice:***

2-4-F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.

2-4-G- Participate in improvement of the education system.

2-4-H- Demonstrate skills of leading scientific meetings including time management

2-4-O- Demonstrate skills of self and continuous learning.

Annex 3, Methods of teaching/learning

Annex 3, Methods of teaching/learning

	Patient care	Medical knowledge	Practice-based learning/Improvement	Interpersonal and communication skills	Professionalism	Systems-based practice
Didactic (lectures, seminars, tutorial)	X	X		X	X	X
journal club,	X	X	X			
Educational prescription	X	X	X	X	X	X
Present a case (true or simulated) in a grand round	X	X	X	X	X	
Observation and supervision	X		X	X	X	X
conferences		X	X	X		X
Written assignments	X	X	X	X	X	X
Oral assignments	X	X	X	X	X	X

Teaching methods for knowledge

- ❖ Didactic (lectures, seminars, tutorial)
- ❖ journal club
- ❖ Critically appraised topic
- ❖ Educational prescription (a structured technique for following up on clinical questions that arise during rounds and other venues).
- ❖ Present a case (true or simulated) in a grand round
- ❖ Others

Teaching methods for patient care

- ❖ Observation and supervision /Completed tasks procedure/case logs
- ❖ On-the-job” training without structured teaching is not sufficient for this skill (checklists).
- ❖ Simulation is increasingly used as an effective method for skill/ teamwork training.

Teaching methods for other skills

- ❖ Written communication (e.g., orders, progress note, transfer note, discharge summary, operative reports, and diagnostic reports).
- ❖ Oral communication (e.g., presentations, transfer of care, interactions with patients, families, colleagues, members of the health care team) and/or non verbal skills (e.g., listening, team skills)
- ❖ Professionalism, including medical ethics, may be included as a theme throughout the program curriculum that includes both didactic and experiential components (e.g., may be integrated into already existing small group discussions of vignettes or case studies and role plays, computer-based modules) and may be modeled by the faculty in clinical practice and discussed with the resident as issues arise during their clinical practice.

Annex 4, Assessment methods

Annex 4, ILOs evaluation methods for MD students.

Method	Practical skills	K	Intellectual	General skills			
	Patient care	K	I	Practice-based learning/Improvement	Interpersonal and communication skills	Professionalism	Systems-based practice
Record review	X	X	X		X	X	X
Checklist	X				X		
Global rating	X	X	X	X	X	X	X
Simulations	X	X	X	X	X	X	
Portfolios	X	X	X	X	X		
Standardized oral examination	X	X	X	X	X		X
Written examination	X	X	X	X			X
Procedure/case log	X	X					
OSCE	X	X	X	X	X	X	X

Annex 4, Glossary of MD students assessment methods

- ❖ Record Review – Abstraction of information from patient records, such as medications or tests ordered and comparison of findings against accepted patient care standards.
- ❖ Chart Stimulated Recall – Uses the MD doctor’s patient records in an oral examination to assess clinical decision-making.
- ❖ Mini clinical evaluation: Evaluation of Live/Recorded Performance (single event) – A single resident interaction with a patient is evaluated using a checklist. The encounter may be videotaped for later evaluation.
- ❖ Standardized Patients (SP) – Simulated patients are trained to respond in a manner similar to real patients. The standardized patient can be trained to rate MD doctor’s performance on checklists and provide feedback for history taking, physical examination, and communication skills. Physicians may also rate the MD doctor’s performance.
- ❖ Objective Structured Clinical Examination (OSCE) – A series of stations with standardized tasks for the MD doctors to perform. Standardized patients and other assessment methods often are combined in an OSCE. An observer or the standardized patient may evaluate the MD doctors.
- ❖ Procedure or Case Logs – MD doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.

- ❖ PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by MD doctors.
- ❖ Case /problems – assess use of knowledge in diagnosing or treating patients or evaluate procedural skills.
- ❖ Models: are simulations using mannequins or various anatomic structures to assess procedural skills and interpret clinical findings. Both are useful to assess practice performance and provide constructive feedback.
- ❖ 360 Global Rating Evaluations – MD doctors, faculty, nurses, clerks, and other clinical staff evaluate MD doctors from different perspectives using similar rating forms.
- ❖ Portfolios – A portfolio is a set of project reports that are prepared by the MD doctors to document projects completed during the MD study years. For each type of project standards of performance are set. Example projects are summarizing the research literature for selecting a treatment option, implementing a quality improvement program, revising a medical student clerkship elective, and creating a computer program to track patient care and outcomes.
- ❖ Examination MCQ – A standardized examination using multiple-choice questions (MCQ). The in-training examination and written board examinations are examples.
- ❖ Examination Oral – Uses structured realistic cases and patient case protocols in an oral examination to assess clinical decision-making.
- ❖ Procedure or Case Logs – MD doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.
- ❖ PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by MD doctors.

Annex 5, Program evaluation tools

By whom	Method	sample
Quality Assurance Unit	Reports Field visits	#
External Evaluator (s):According to department council External Examiner (s): According to department council	Reports Field visits	#
Stakeholders	Reports Field visits Questionnaires	#
Senior students	Questionnaires	#
Alumni	Questionnaires	#

Annex 6, Program Correlations:

مصنوفة توافق المعايير القومية القياسية العامة لبرامج الدكتوراة مع المعايير الأكاديمية المعتمدة من كلية الطب – جامعة أسيوط لدرجة الدكتوراة في الطب النفسي

I- General Academic Reference Standards (GARS) versus Program ARS

1- Graduate attributes

Faculty ARS	NAQAAE General ARS for postgraduate Programs
1- Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in Psychiatry.	1- إتقان أساسيات و منهجيات البحث العلمي
2- Have continuous ability to add knowledge new developments to Psychiatry through research and publication.	2- العمل المستمر علي الإضافة للمعارف في مجال التخصص
3- Appraise and utilise scientific knowledge to continuously update and improve clinical practice and relevant basic sciences.	3- تطبيق المنهج التحليلي والناقد للمعارف في مجال التخصص و المجالات ذات العلاقة
4- Acquire excellent level of medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care and scientific	4- دمج المعارف المتخصصة مع المعارف ذات العلاقة مستتبطا و مطورا للعلاقات البينية بينها
5- Function as a leader of a team to provide patient care that is appropriate, compassionate for dealing effective and with health Problems and health promotion. 7- Acquire an in depth understanding of common areas of speciality, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.	5- إظهار وعيا عميقا بالمشاكل الجارية و النظريات الحديثة في مجال التخصص
6- Identify and create solutions for health problems in Psychiatry.	6- تحديد المشكلات المهنية و إيجاد حلولاً مبتكرة لحلها

<p>5- Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion.</p> <p>7- Acquire an in depth understanding of common areas of Psychiatry, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.</p>	<p>7- إتقان نطاقا واسعا من المهارات المهنية في مجال التخصص</p>
<p>16- Share in updating and improving clinical practice in Psychiatry.</p> <p>9- Function as teacher in relation to colleagues, medical students and other health professions.</p>	<p>8- التوجه نحو تطوير طرق و أدوات و أساليب جديدة للمزاولة المهنية</p>
<p>15- Use recent technologies to improve his practice in Psychiatry.</p>	<p>9- استخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية</p>
<p>8- Demonstrate leadership competencies including interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public.</p> <p>5- Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion.</p>	<p>10- التواصل بفاعلية و قيادة فريق عمل في سياقات مهنية مختلفة</p>
<p>10- Master decision making capabilities in different situations related to Psychiatry.</p>	<p>11- اتخاذ القرار في ظل المعلومات المتاحة</p>
<p>11- Show leadership responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.</p>	<p>12- توظيف الموارد المتاحة بكفاءة و تنميتها والعمل على إيجاد موارد جديدة</p>

<p>12- Demonstrate in depth awareness of public health and health policy issues including independent ability to improve health care, and identify and carryout system-based improvement of care.</p>	<p>13- الوعي بدوره في تنمية المجتمع والحفاظ على البيئة</p>
<p>13- Show model attitudes and professionalism.</p>	<p>14- التصرف بما يعكس الالتزام بالنزاهة و المصداقية و قواعد المهنة</p>
<p>14- Demonstrate commitment for lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages and in Psychiatry or one of its subspecialties. 15- Use recent technologies to improve his practice in Psychiatry.</p>	<p>15- الالتزام بالتنمية الذاتية المستمرة و نقل علمه و خبراته للأخري</p>

2- Academic standards

Faculty ARS	NAQAAE General ARS for postgraduate Programs
2.1. A- Established, updated and evidence- based theories, basics and developments of Psychiatry and relevant sciences.	2-1-1-أ- النظريات و الأساسيات والحديث من المعارف في مجال التخصص والمجالات ذات العلاقة
2.1. B- Basic, methods and ethics of medical research.	2-1-2-ب- أساسيات و منهجيات و أخلاقيات البحث العلمي و أدواته المختلفة
2.1. C- Ethical and medicological principles of medical practice related to Psychiatry.	2-1-2-ج- المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص
2.1. D- Principles and measurements of quality in Psychiatry.	2-1-2-د- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. E- Principles and efforts for maintains and improvements of public health.	2-1-2-هـ- المعارف المتعلقة بآثار ممارسته المهنية على البيئة وطرق تنمية البيئة وصيانتها
2.2. A- Application of basic and other relevant science to solve Psychiatry related problems.	2-2-أ- تحليل و تقييم المعلومات في مجال التخصص و القياس عليها و الاستنباط منها
2.2.B- Problem solving based on available data.	2-2-ب- حل المشاكل المتخصصة استنادا علي المعطيات المتاحة
2.2.C- Involvement in research studies related to Psychiatry.	2-2-ج- إجراء دراسات بحثية تضيف إلى المعارف
2.2. D- Writing scientific papers.	2-2-د- صياغة أوراق علمية
2.2. E- Risk evaluation in the related clinical practice.	2-2-هـ- تقييم المخاطر في الممارسات المهنية
2.2.F- Planning for performance improvement in Psychiatry.	2-2-و- التخطيط لتطوير الأداء في مجال التخصص
2-2-G- Creation and innovation in the Psychiatry.	2-2-ز- الابتكار /الإبداع
2.2. H- Evidence – based discussion.	2-2-ح- الحوار والنقاش المبني علي البراهين

	والأدلة
2.2.I- Discussion making in different situations related to Psychiatry.	2-2 ط -اتخاذ القرارات المهنية في سياقات مهنية مختلفة
2.3. A- MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth understanding and from basic science to evidence – based clinical application and possession of skills to manage independently all problems in Psychiatry. 2.3. B- Master patient care skills relevant to Psychiatry or patients with all diagnoses and procedures.	2-3 أ - إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص
2.3. C- Write and evaluate reports for situations related to the field of Psychiatry.	2-3 ب - كتابة و تقييم التقارير المهنية.
2.4.A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management	2-3 ج - تقييم و تطوير الطرق و الأدوات القائمة في مجال التخصص
2.4.B- Use competently all information sources and technology to improve his practice.	2-3 د - استخدام الوسائل التكنولوجية بما يخدم الممارسة المهنية
2.4.A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management 2.4.G- Participate in improvement of the education system.	2-3 هـ - التخطيط لتطوير الممارسة المهنية وتنمية أداء الآخرين

II-Program ARS versus program ILOs

Comparison between ARS- ILOS for medical doctorate for Psychiatry

(ARS)	(ILOs)
<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Established, updated and evidence-based Theories, Basics and developments of v and relevant sciences.</p>	<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Demonstrate in-depth knowledge and understanding of theories, basics and updated biomedical, clinical epidemiological and socio behavioral science relevant to his Psychiatry as well as the evidence – based application of this knowledge to patient care.</p>
<p>2-1-B Basic, methods and ethics of medical research.</p>	<p>2-1-B- Explain basics, methodology, tools and ethics of scientific medical, clinical research.</p>
<p>2-1-C- Ethical and medicological principles of medical practice related to Psychiatry field.</p>	<p>2-1-C- Mention ethical, medico logical principles and bylaws relevant to his practice in the field of Psychiatry.</p>
<p>2-1-D- Principles and measurements of quality in the Psychiatry field.</p>	<p>2-1-D- Mention principles and measurements of quality assurance and quality improvement in medical education and in clinical practice of Psychiatry.</p>
<p>2-1-E-Principles and efforts for maintains and improvements of public health.</p>	<p>2-1-E- Mention health care system, public health and health policy, issues relevant to this speciality and principles and methods of system – based improvement of patient care in common health problems of the field of Psychiatry.</p>
<p><u>2-2- Intellectual skills:</u></p>	<p><u>2-2- Intellectual skills:</u></p>

2-2-A- Application of basic and other relevant science to solve Psychiatry related problems.	2-2-A- Apply the basic and clinically supportive sciences which are appropriate to Psychiatry related conditions / problem / topics.
2-2-B- Problem solving based on available data.	2-2-B- Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Psychiatry.
2-2-C- Involvement in research studies related to the Psychiatry.	2-2-C- Plan research projects.
2-2-D Writing scientific papers.	2-2-D- Write scientific paper.
2-2-E- Risk evaluation in the related clinical practice.	2-2-E- Participate in clinical risk management as a part of clinical governance.
2-2-F- Planning for performance improvement in the Psychiatry field.	2-2-F- Plan for quality improvement in the field of medical education and clinical practice in Psychiatry.
2-2-G- Creation and innovation in the Psychiatry field.	2-2-G- Create / innovate plans, systems, and other issues for improvement of performance in his practice.
2-2-H- Evidence – based discussion.	2-2-H- Present and defend his / her data in front of a panel of experts.
2-2-I- Decision making in different situations related to Psychiatry fields.	2-2-I- Formulate management plans and alternative decisions in different situations in the field of the Psychiatry.

continuous (ARS)	continuous (ILOs)
<p><u>2-3- Clinical skills:</u></p> <p>2-3-A- MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth understanding and from basic science to evidence – based clinical application and possession of skills to manage independently all problems in his field of practice.</p> <p>2-3-B- Master patient care skills relevant to Psychiatry for patients with all diagnoses and procedures.</p>	<p><u>2/3/1/Practical skills (Patient care :)</u></p> <p>2-3-1-A- Provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. <i>p.s.</i> Extensive level means in-depth understanding from basic science to evidence – based clinical application and possession of skills to manage independently all problems in field of practice.</p> <p>2-3-1-B- Provide extensive level of patient care for patients with all common diagnoses and for uncomplicated procedures related to Psychiatry.</p> <p>2-3-1-C- Provide extensive level of patient care for non-routine, complicated patients and under increasingly difficult circumstances, while demonstrating compassionate, appropriate and effective care.</p> <p>2-3-1-D- Perform diagnostic and therapeutic procedures considered essential in the field of Psychiatry.</p> <p>2-3-1-E- Handles unexpected complications, while demonstrating compassion and sensitivity to patient needs and concerns.</p> <p>2-3-1-F- Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families in the Psychiatry related situations.</p>

- 2-3-1-G-** Gather essential and accurate information about patients of the Psychiatry related conditions.
- 2-3-1-H** Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgment for the Psychiatry related conditions.
- 2-3-1-I-** Develop and carry out patient management plans for Psychiatry related conditions.
- 2-3-1-J-** Counsel and educate patients and their families about Psychiatry related conditions.
- 2-3-1-K-** Use information technology to support patient care decisions and patient education in all Psychiatry related clinical situations.
- 2-3-1-L-** Perform competently all medical and invasive procedures considered essential for the Psychiatry related conditions / area of practices.
- 2-3-1-M-** Provide health care services aimed at preventing the Psychiatry related health problems.
- 2-3-1-N-** Lead health care professionals, including those from other disciplines, to provide patient-focused care in Psychiatry related conditions.

<p>2-3-C- Write and evaluate reports for situations related to the field of Psychiatry.</p>	<p>2-3-1-O- Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive timely and legible medical records).</p>
<p><u>2-4- General skills</u></p> <p>2-4-A- Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p>	<p><u>2/3/2 General skills</u></p> <p>2-3-2-A- Demonstrate the competency of continuous evaluation of different types of care provision to patients in the different area of Psychiatry.</p> <p>2-3-2-B- Appraise scientific evidence.</p> <p>2-3-2-C- Continuously improve patient care based on constant self-evaluation and <u>life-long learning</u>.</p> <p>2-3-2-D. Participate in clinical audit and research projects.</p> <p>2-3-2-E- Practice skills of evidence-based Medicine (EBM).</p> <p>2-3-2-G- Design logbooks.</p> <p>2-3-2-H- Design clinical guidelines and standard protocols of management.</p> <p>2-3-2-I- Appraise evidence from scientific studies related to the patients' health problems.</p>

<p>2-4-B- Use competently all information sources and technology to improve his practice.</p>	<p>2-3-2-J- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies.</p> <p>2-3-2-K- Use information technology to manage information, access on-line medical information; for the important topics.</p>
<p>2-4-C- Master skills of teaching and evaluating others.</p>	<p>2-3-2-F- Educate and evaluate students, residents and other health professionals.</p>
<p>2-4-D- Master interpersonal and communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p>	<p>2-3-2-L- Master interpersonal and communication skills that result in the effective <u>exchange of information and collaboration</u> with patients, their families, and health professionals, including:-</p> <ul style="list-style-type: none"> • <u>Present</u> a case. • <u>Write</u> a consultation note. • <u>Inform patients</u> of a diagnosis and therapeutic plan Completing and maintaining comprehensive. • Timely and legible <u>medical records</u>. • Teamwork skills. <p>2-3-2-M- Create and sustain a therapeutic and ethically sound relationship with patients.</p> <p>2-3-2-N- Elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.</p> <p>2-3-2-O- Work effectively with others as a member or leader of a health care team or other professional group.</p>
<p>2-4-E- Master Professionalism behavior, as manifested through a commitment to carrying out professional responsibilities,</p>	<p>2-3-2-P- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.</p>

<p>adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<p>2-3-2-Q- Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.</p> <p>2-3-2-R- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.</p>
<p>2-4-F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.</p> <p>2-4-G- Participate in improvement of the education system.</p>	<p>2-3-2-S- Work effectively in health care delivery settings and systems related to Psychiatry including good administrative and time management.</p> <p>2-3-2-T- Practice cost-effective health care and resource allocation that does not compromise quality of care.</p> <p>2-3-2-U- Advocate for quality patient care and assist patients in dealing with system complexities.</p> <p>2-3-2-V- Design, monitor and evaluate specification of under and post graduate courses and programs.</p>
<p>2-4-H- Demonstrate skills of leading scientific meetings including time management</p>	<p>2-3-2-W- Act as a chair man for scientific meetings including time management</p> <p>2-3-2-S- Work effectively in health care delivery settings and systems related to Psychiatry including good administrative and time management.</p>
<p>2-4-O- Demonstrate skills of self and continuing learning .</p>	<p>From A to H</p>

III - Program matrix
Knowledge and understanding

Course	Program covered ILOs				
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E
Course 1 : Medical statistics		✓			
Course 2 : Research Methodology		✓			
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research			✓		
Course 4: Neurophysiology and Neuropsychopharmacology	✓				
Course 5: Psychology & Psychopathology	✓				
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	✓				
Course 7: Psychiatry	✓	✓	✓	✓	✓

Intellectual

Course	Program covered ILOs								
	2/2/A	2/2/B	2/2/C	2/2/D	2/2/E	2/2/F	2/2/G	2/2/H	2/2/I
Course 1 : Medical statistics			✓	✓				✓	
Course 2 : Research Methodology			✓	✓				✓	
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research								✓	
Course 4: Neurophysiology and Neuropsychopharmacology	✓	✓							
Psychology & Psychopathology	✓	✓							
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	✓	✓							
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓	✓	✓

Practical Skills (Patient Care)

Course	Program covered ILOs							
	2/3/1/A	2/3/1/B	2/3/1/C	2/3/1/D	2/3/1/E	2/3/1/F	2/3/1/G	2/3/1/H
Course 1 : Medical statistics								
Course 2 : Research Methodology								
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research				✓				✓
Course 4: Neurophysiology and Neuropsychopharmacology								
Course 5: Psychology & Psychopathology								
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders								
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓	✓

Practical Skills (Patient Care)

Course	Program covered ILOs						
	2/3/1/I	2/3/1/J	2/3/1/K	2/3/1/L	2/3/1/M	2/3/1/N	2/3/1/O
Course 1 : Medical statistics							
Course 2 : Research Methodology							
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research	✓	✓					
Course 4: Neurophysiology and Neuropsychopharmacology	✓	✓					
Course 5: Psychology & Psychopathology	✓	✓					
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	✓	✓					
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓

General Skills

Course	Program covered ILOs							
	2/3/2/A	2/3/2/B	2/3/2/C	2/3/2/D	2/3/2/E	2/3/2/F	2/3/2/G	2/3/2/H
Course 1 : Medical statistics		✓						
Course 2 : Research Methodology		✓		✓	✓			
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research								
Course 4: Neurophysiology and Neuropsychopharmacology		✓						
Course 5: Psychology & Psychopathology		✓		✓	✓			
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders		✓						
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓	✓

General Skills

Course	Program covered ILOs							
	2/3/2/I	2/3/2/J	2/3/2/K	2/3/2/L	2/3/2/M	2/3/2/N	2/3/2/O	2/3/2/P
Course 1 : Medical statistics	✓	✓	✓					
Course 2 : Research Methodology	✓	✓						
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research				✓				
Course 4: Neurophysiology and Neuropsychopharmacology			✓	✓				
Course 5: Psychology & Psychopathology			✓	✓				
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders			✓	✓				
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓	✓

General Skills

Course	Program covered ILOs						
	2/3/2/Q	2/3/2/R	2/3/2/S	2/3/2/T	2/3/2/U	2/3/2/V	2/3/2/W
Course 1 : Medical statistics							
Course 2 : Research Methodology							
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research							
Course 4: Neurophysiology and Neuropsychopharmacology	✓		✓				
Course 5: Psychology & Psychopathology	✓		✓				
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	✓		✓				
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓

Annex 7,
Additional information:

- ☒ Department information: Neurology and Psychiatry department is divided into many specialized equipped units i.e.:**
- ❖ Neurological patients' wards: 72 beds.
 - ❖ Weekly 3 out patients' neurology clinics (new patients, follow up post discharge appointments, discharged critical care patients Follow up clinic)
 - ❖ Weekly 2 epilepsy out patient clinic.
 - ❖ Stroke ICU (24 beds)
 - ❖ Neurophysiology unit (equipped with computerized Digital EEG – conventional EEG and Video monitoring EEG, 2 Nihon Khoden for Neurophysiology testing (evoked potential , EMG, NCVs, F wave.....) and magnetic lab (diagnostic and therapeutic tools).
 - ❖ Sleep Lab
 - ❖ Plasam pharesis
 - ❖ Multiple sclerosis
 - ❖ Psychatric patients wards 72 beds.
 - ❖ Addiction patients wards 10 beds.
 - ❖ Weekly 2 days out patients' Psychiatry clinics (new patients, follow up post discharge appointments, discharged patients Follow up clinic.
 - ❖ 2 days/Week out patients' Psychiatry clinics for treatment and follow up of chronic psychiatric patients.

❖ Psychomotery lab.

☒ **Staff members:**

Forty staff members:15 Psychiatrists and 25 Neurologists.

☒ **Opportunities within the department:**

- ❖ Scientific Library (Neurology and Psychiatry Text Books and journals periodicals), MD, MSc thesis,
- ❖ Seminar room with data show
- ❖ Electronic Library of Scientific Seminars, case presentations.
- ❖ Audiovisual skill teaching unit (neurological and psychiatric examination- basic science and medical knowledge).
- ❖ New center.

☒ **Department quality control insurance for completing the program:**Evaluation by:

- The director of program (head of department), Coordinators of Program, and each module, and staff members.
- Regular assessments.
- Log book monitoring.
- External assessment.

(End of the program specification)