



كلية الطب  
جامعة أسيوط



Faculty of Medicine  
Quality Assurance Unit

***Medical Doctorate (M.D.) Degree Program  
and Courses Specifications for **Ear ,Nose &  
Throat surgery.*****

(According to currently applied Credit point bylaws)

***Ear , Nose and Throat  
surgery***

***Faculty of medicine***

***Assiut University***

***2022-2023***

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**Assiut University**  
**Faculty of Medicine**  
**Quality Assurance Unit (QAU)**

## **M. D. degree of Ear ,Nose &Throat Surgery**

### **A. Basic Information**

- + Program Title: M.D. degree of Ear , Nose & Throat Surgery.**
- + Nature of the program: Single.**
- + Responsible Department: Department of E.N.T. Surgery - Faculty of Medicine- Assiut University.**
- + Program Academic Director (Head of the Department):**
  - Prof. : Ahmed Abo El wafa.**
- + Coordinator (s):**
  - Principle coordinator: Prof.Dr. Hussein Farid Mostafa Wishahi**
  - Assistant coordinator (s): Prof.Dr: Ahmed Abo El wafa.**
- + Internal evaluators: Prof. Dr: Mahmoud Ragib Alsherief**
- + External evaluator: Prof. Dr: Abdl mateen Mosa**  
**Prof. of Otolaryngology head and neck surgery , South Vally**  
**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: 6 courses + 2 Elective courses.**

## B. Professional Information

### 1- Program aims

I/1- To enable candidates to keep with international standards of ENT patients care by teaching high level of clinical skills, bedside care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of Ear – Nose- Throat surgery in addition to surgical skills for emergency and all elective surgical procedures.

I/2- Provide candidates with fundamental knowledge of Ear – Nose- Throat surgery as regards; dealing with critically ill ENT patients, ENT equipments, techniques, indications, contraindications and training skills of different surgical techniques.

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

1/4 To enable candidates to describe the basic ethical and medicolegal principles relevant to Ear – Nose- Throat surgery

1/5 To enable candidates to have professional careers as a consultant in Egypt but recognized abroad.

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

1/7 To enable candidates 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 his speciality as well as the evidence – based application of this knowledge to ENT 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 Otolaryngology head and neck surgery.
- D. Mention principles and measurements of quality assurance and quality improvement in medical education and in clinical practice of Ear – Nose- Throat surgery.
- 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 Ear – Nose- Throat surgery.

**2/2 Intellectual outcomes**

- Apply the basic and clinically supportive sciences which are appropriate to Ear – Nose- Throat surgery related conditions , problem , and topics.
- A. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Ear – Nose- Throat surgery.
  - B. Plain research projects.
  - C. Write scientific papers.
  - D. Participate in clinical risk management as a part of clinical governance.
  - E. Plan for quality improvement in the field of medical education and clinical practice in Ear – Nose- Throat

surgery .

F. Create / innovate plans, systems, and other issues for improvement of performance in his practice.

G. Present and defend his / her data in front of a panel of experts.

H. Formulate management plans and alternative decisions in different situations in the field of Ear – Nose-

Throat surgery.

## **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 problems in field of Ear – Nose- Throat surgery.

B. Provide extensive level of patient care for patients with all common diagnoses and for uncomplicated procedures related to Ear – Nose- Throat surgery.

C. Provide extensive level of patient care for non-routine, complicated 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 Ear – Nose- Throat surgery.

E. handles unexpected complications, while demonstrating compassion and sensitivity to patient needs and concerns.

F. Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families in Ear – Nose- Throat surgery related situations.

G, Gather essential and accurate information about patients of Ear – Nose- Throat surgery related conditions.

H. Make informed decisions about diagnostic and therapeutic

interventions based on patient information and preferences, upto-date scientific evidence and clinical judgment for Ear – Nose- Throat surgery related conditions.

I. Develop and carry out patient management plans for Ear – Nose- Throat surgery related conditions.

J. Counsel and educate patients and their families about Ear – Nose- Throat surgery related conditions.

K. Use information technology to support patient care decisions and patient education in all Ear – Nose- Throat surgery related clinical situations.

L. Perform competently all medical and invasive procedures considered essential for Ear – Nose- Throat surgery related conditions / area of practices.

M. Provide health care services aimed at preventing Ear – Nose- Throat surgery related health problems.

N. Lead health care professionals, including those from other disciplines, to provide patient-focused care in Ear – Nose- Throat surgery related conditions.

S. 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).

## **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 patients in the different area of Ear – Nose- Throat surgery.

B. Appraise scientific evidence.



- C. Continuously improve patient care based on constant self-evaluation and life-long learning.
- 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.
- I. Appraise evidence from scientific studies related to the 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**

N. Master interpersonal and communication skills that result in the effective exchange of information and collaboration with 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.

O. Create and sustain a therapeutic and ethically sound relationship with patients.

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

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

### **Professionalism**

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

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

T. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

### **Systems-Based Practice**

U. Work effectively in health care delivery settings and systems related to Ear — Nose- Throat surgery including good administrative and time management.

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

W. Advocate for quality patient care and assist patients in dealing with system complexities.

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

Y. 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 **Ear , Nose & Throat Surgery**

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 re-revised and approved without changes by the Faculty Council on 27-11-2022

### 4- Program External References( Benchmarks)

- 1.ACGME (Accreditation Council for Graduate Medical Education).
2. (EBERHARD KARLS University [www.uni-tuebingen.de](http://www.uni-tuebingen.de)).

### 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%)

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

### C- Program Time Table

Duration of program 4 years divided into

- Part 1

Program-related Basic science courses

Program-related Basic science 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 specialized science 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 1<sup>st</sup> or 2<sup>nd</sup> parts.

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

**Total degrees 1700 marks.**

500 marks for first part

1200 for second part

Written exam 40% - 70%.

Clinical and oral exams 30% - 60%.

## D- Curriculum Structure: (Courses):

### ✚ Levels and courses of the program:

Courses and student work load list	Course Code			
		Didactic #	training	total
<b>First Part</b>				
<b>Basic science courses (10 CP)</b>				
Course 1: Medical Statistics	FAC309A	1		1
Course 2: Research Methodology	FAC309B	1		1
	FAC310C	1		1
Course 3: Medicolegal Aspects & Ethics in Medical Practice and Scientific Research				
Course 4: Anatomy	<b>ENT330A</b>	3.5	-	3.5
Course 5: pathology.	<b>ENT330B</b>	3.5	-	3.5
<b>Elective courses*</b>	3 CP			
- Elective course 1		<b>1.5</b>		1.5
- Elective course 2		<b>1.5</b>		1.5
<b>Thesis</b>	40 CP			
<b>Published researches**</b>	40 CP			
<b>Second Part</b>	Speciality courses 24 CP Speciality Clinical Work (log Book) 123 CP			
<b>Speciality Courses</b>				
<b>Course 6: Ear, Nose and Throat(E.N.T) Surgery :</b>	<b>ENT330C</b>	24		24
Unit 1 : Otology & Neurotology.				
Unit 2: Rhinology.				
Unit 3: Laryngotracheobronchology.				
Unit 4,5: Pharyngoesophageal , Head and neck surgery.				
<b>Speciality Clinical Work (123 CP)</b>	ENT326B	123		123
<b>Total of second part</b>		24	123	147

• **Units of Speciality course**

Units' Titles' list	% from total Marks	Level (Year)	Core Credit points		
			Didactic	Training	Total
*Unit 1 : Otology & Neurotology.	32%	1,2,3,4	7.3	37(11+11+11+4)	44.3
Unit 2: Rhinology.	17%	1,2,3,4	3.8	19.5(6+6+6+1.5)	23.3
Unit3: Laryngotracheal surgery.	17%	1,2,3,4	3.8	19.5(6+6+6+1.5)	23.3
*Unit 4: Pharyngoesophageal surgery.	17%	1,2,3,4	3.8	19.5(6+6+6+1.5)	23.3
*Unit 5: Head and neck surgery.	17%	1,2,3,4	3.8	19.5(6+6+6+1.5)	23.3
<b>Total No. of Units(5 units)</b>	<b>100</b>	<b>4</b>	<b>22.5+1.5#=24</b>	<b>115+8#=123</b>	<b>147</b>

**#Didactic (lectures, seminars, tutorial)**

\* Elective courses can be taken during either the 1<sup>st</sup> or 2<sup>nd</sup> 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.

## **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 speciality.

**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 Basic science 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 essential, elective and specialized 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)**

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

### Weighting of assessments:

Courses	Course Code	Degrees			Total
		Written Exam	Oral and/or Practical I Exam		
<b>First Part</b>					
<b>Basic science courses:</b>					
1) Course 1: Medical Statistics	FAC309A	35	15	-	50
2) Course 2: Research Methodology	FAC309B	35	15	-	50
3) Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research	FAC310C	35	15	-	50
4) Course 4: Anatomy	ENT330A	100	75	-	175
5) Course 5: Pathology	ENT330B	100	75	-	175
Total		355	145	-	500
<b>Second Part</b>					
	Course code	written	oral and operative Exam	clinical	Total
<b>Speciality Courses:</b>					
Course 6: Ear, Nose and Throat (E.N.T) surgery: Unit (1- 5) 4 papers	ENT330A	480(120 for each paper)	240	480	1200
Total of the second part		480	240	480	1200
Elective course 1		50	50	-	100
Elective course 2		50	50	-	100

\* 25% of the oral exam for assessment of logbook

**Total degree 1700**

**500 marks for first part**

**1200 for second part**

**Written exam 41.3% (500 marks).**

**Clinical /practical and oral exams 58.7% (700 marks**

**Elective courses 200**

**+ 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 E.NT Anatomy& Pathology + oral exam

**➤ Second part:**

- Written exam four papers 3 hours for each in E.N.T. Surgery+ Oral exam+ Clinical/Practical exam

**➤ 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**

<b>By whom</b>	<b>Method</b>	<b>sample</b>
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.**

<b>Contributor</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>▪ <b>Program Principle Coordinator:</b></li> </ul>	<b>Prof.Dr. Fareid Hessein ElWeshay</b>		
<ul style="list-style-type: none"> <li>▪ <b>Head of the Responsible Department (Program Academic Director):</b></li> </ul>	<b>Prof.Dr. Ahmad Abo-Alwafa</b>		

# Annex 1, Specifications for Courses / Modules

## Annex 1: specifications for courses/ modules

### First Part

- 1) Course 1: Medical Statistics
- 2) Course 2: Research Methodology
- 3) Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research
- 4) Course 4: Anatomy
- Course 5: Pathology .

### 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: Pubic 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	Intellectual	Practical skills	General Skills
	A	B	C	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. Attendance and active participation
2. Assignment
3. Practical SPSS examination
4. 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 practical exam).

## 7. List of references

### i. Lectures notes

Department lecture notes

### ii. Essential books

- Medical Statistics: Book by Ramakrishna HK 2016
- 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 Based Medicine How to practice and teach EBM.
- Discovering Statistics Using IBM SPSS Book by Andy Field, 2013.

### **iii. Periodicals, Web sites, etc**

iv. **Periodicals , etc** Statistics in Medicine - Wiley Online Library

v. **Web sites** <https://www.phc.ox.ac.uk/research/medical-statistics>

## **8. Signatures**

<b>Course Coordinator:</b> - Farag Mohammed Moftah	<b>Head of the Department:</b> - Prof. Eman Morsy Mohamed
<b>Date:</b> 10-1-2022	<b>Date:</b> 10-1-2022
<b>Associated Coordinator:</b> Prof. Medhat Araby Khalil Saleh	
<b>Date:</b> 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. Ekram Mohamed
  - 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:

- planning and implementing sound research
- writing a scientific research proposal

## 3. Intended learning outcomes (ILOs)

### A knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Explain differences between different study designs.	Lecture and discussion Practical sessions Workshops	Written exam Log book assignments Practical exam
B. Identify sources and types of bias in research.	Lecture and discussion Practical sessions	Written exam Log book assignments Practical exam
C. Identify methods of data collection.	Lecture and discussion Practical sessions	Written exam Log book assignments
D. Select and design valid measurement tools for research.	Lecture and discussion Practical sessions Workshops	Written exam Log book assignments Practical exam
E. Explain ethical issues in conducting research on human subjects.	Lecture and discussion Practical sessions Workshops	Written exam Log book assignments
F. List the steps involved in proposal writing.	Lecture and discussion Practical sessions Workshops	Written exam Log book assignments Practical exam
G. Identify a research problem within a conceptual framework.	Lecture Discussion	Written exam Log book assignments

		Practical exam
H. Use the web sources to do a literature search	Practical tutorial on web	Log book assignment
I. Describe the rules of authorship in scientific writing.	Lecture and discussion Practical sessions Workshops	Written exam Log book assignments
J. Select the appropriate study design for the research question.	Lecture Practical sessions	Written exam Practical exam
K. Minimize bias in designing research.	Lecture	Written exam
L. Screening & theoretical background	Lectures	Written exam Practical exam
M. Mention the basic ethics for conducting a research and medicolegal principles relevant to data confidentiality.	lectures seminar	Written exam Practical exam

## B. intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A- Apply basic science & knowledge for appraising scientific literature.	Discussions & seminars	Written exam Practical exam
B- Design research and present study data, in seminars.	lecture seminar	log book assignments
C- Design suitable epidemiological study.	lecture seminar	log book assignments
D- Design strategies for resolving ethical concerns in research, law, and regulations.	lecture Workshops	Written exam log book assignments
E- Apply coherently synthesize ideas and integrate lateral and vertical thinking.	lecture Workshops	log book assignments
F- Evaluate screening tests and interpreting their uses in different population.	lecture	Written exam Practical exam



### C. Practical skills

<b>Competency and Skills</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A- Conduct epidemiological studies, screening and surveys.	lectures seminar	written exam log book assignments
B- Identify steps required in fielding the study.	Lecture	Assignments Written exam
C- Managing data collection team.	lectures seminar	log book assignments
D- Identify steps required for calculation sensitivity, specificity, positive predictive value, negative predictive value, accuracy of a screening test.	Lecture Practical sessions	Assignments Written exam Practical exam
E- Be able to define and apply the epidemiologic criteria of causality and be able to distinguish between a measure of association and evidence of causality.	Lecture Practical sessions	Assignments Written exam Practical exam
F- Synthesize information from multiple sources for research writing and the ability to perform paper critique .	Lecture Practical sessions	Assignments Written exam Practical exam
G- Identify bias and confounding in epidemiological study designs, their types and ways to control them in various types of biases.	Lecture Practical sessions	Assignments Written exam Practical exam

**D General skills**  
**Practice-Based Learning and Improvement**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A- Scientific paper and proposal writing skills: be able to write an introduction, objectives and the methodological section.	Tutorial	Written examination
B- Learn authorship ethical rules.	Tutorial	Written examination
C- Perform practice-based improvement activities using a systematic methodology (audit, logbook, critical appraisal)	- Lectures - Practical sessions - Discussion - Readings	critical appraisal
D- Appraise evidence from scientific studies(journal club)	- Lectures - Practical sessions - Discussion - Readings	critical appraisal
E- Conduct epidemiological studies, screening and surveys.	- Lectures - Practical sessions - Discussion - Readings	attendance and participation
F- Facilitate training of junior students and other health care professionals in different screening activities.	Field work Participation in projects	attendance and participation

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
G- Maintain ethically sound relationship with community members.	- Lectures - Practical sessions - Discussion - Readings	Written exams
H- Provide information using effective nonverbal, explanatory, questioning, and writing skills.	- Lectures - Practical sessions - Discussion - Readings	Written exams Practical exams
I- Present results of researches in seminars.	- Lectures - Practical sessions - Discussion - Readings	Log book assignments

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
J- Demonstrate respect, compassion, and integrity to the needs of society.	- Lectures - Discussion - Readings	Written exams
K- Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.	- Lectures - Discussion - Readings	Written exams
L- Design strategies for resolving ethical concerns in research, law, and regulations.	Lectures - Discussion - Readings	Written exams Practical exams
M- Demonstrate ways to control for confounding in the analysis phase of a study	Lectures - Discussion - Readings	Written exams Practical exams
N- Demonstrate a commitment to ethical principles including confidentiality of participants' information and informed consent.	Lectures - Discussion - Readings	Written exams
O- Assess ethical considerations in developing communications and promotional initiatives.	- Lectures - Discussion - Readings	Written exams

## 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
Over view on research conduction and research ethics	A&E	A-D	A-C	C-G, I,L&M-O
How to write a research proposal	F,I	E	F	A-C&H
Observational study design	A& D	B & C	D	E & F
Experimental study design	A& D	B & C	B	E & F
Evaluation of diagnostic tests (Screening )	L	A	B& E	F
Systematic reviews and meta analysis	G, H & M	E& F	F	C, D
Confounding, bias & effect modification	B & K	D	E & G	M

## 5. Course Methods of teaching/learning:

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

## 6. Course assessment methods:

### i. Assessment tools:

1. Attendance and participation
2. Log book assignments
3. Written examination
4. Practical examination

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

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

## 7. List of references

### i. Lectures notes

- Department lecture notes

### ii. Essential books

- Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Edition by John W. Creswell SAGE Publications, Inc; 4th edition (January 1, 2014)
- 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

### iv. Recommended books

- Research Methods in Education 7th Edition, by Louis Cohen, Lawrence Manion, Keith Morrison Publisher: Routledge; (April 22, 2011) [www.routledge.com/textbooks/cohen7e](http://www.routledge.com/textbooks/cohen7e).
- 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

<b>Course Coordinator:</b> Prof.Mahmoud Attia	<b>Head of the Department:</b> Prof. Eman Morsy Mohamed
<b>Date:</b> 10-1-2022	<b>Date:</b> 10-1-2022

## Ethics in Medical Practice and Scientific Research

***Name of department:***

***Forensic medicine and clinical toxicology***

***Faculty of medicine***

***Assiut University***

**2022-2023**

### 1. Course data

- + Course Title: **Medicolegal Aspects and Ethics in Medical Practice and Scientific Research**
- + Course code: **FAC310C**
- + Speciality: **General and special surgery (1<sup>st</sup> part), and Radiology**
- + Number of credit points: **1 credit point**
- + Department (s) delivering the course: **Forensic Medicine and Clinical Toxicology**
- + Coordinator (s):
  - **Course coordinator: Prof. Ghada Omeran**
- + Date last reviewed: **6– 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 and special surgery  
Rheumatology

## 3. Intended learning outcomes (ILOs):

### A. knowledge and understanding

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Mention principals of writing consent forms.	Lecture and discussion	Written & oral exam
B. Mention principals of Writing a death certificate	Lecture and discussion	Written & oral exam
C. Explain principals of medical reports.	Lecture and discussion	Written & oral exam
D. Mention principals of Dealing with wounds.	Lecture and discussion	Written & oral exam
E. Mention principals of firearm injuries.	Lecture and discussion	Written & oral exam
F. List indications of induced emesis, gastric lavage and samples collection.	Lecture and discussion	Written & oral exam

## B. Intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case , seminars in death certificate	Lecture and discussion	Written & oral exam
B. Design and present case, seminars in toxicological cases	Lecture and discussion	Written & oral 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	Discussion
B. Prepare and write consent.	Lecture and discussion	Discussion
C. Identify medical responsibilities.	Lecture and discussion	Discussion
D. Write death certificate.	Lecture and discussion	Discussion and active participation
E. Deal with a case of Suspicious death	Lecture and discussion	Discussion and active participation
F. Write medical reports	Lecture and discussion	Discussion and active participation
G. Identify types of wounds and deal with them.	Lecture and discussion	Discussion and active



		participation
H. Identify types, distance and direction of firearm wounds and deal with them	Lecture and discussion	Discussion and active participation
I. Elicit death associated with surgical anesthesia.	Lecture and discussion	Discussion and active participation
J. Perform gastric lavage, induce emesis, and obtain samples	Lecture and discussion	Discussion and active participation

### 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	A	D	
2. Suspicious death	B		E	B
3. Death associated with surgical anesthesia	B		I	B
4. Medical reports	C	B	F	A,D,E
5. Toxicological Reports	F	B	J	A,E
6. Wounds	D		G	B
7. Firearm injuries	E		H	B
8. Ethics in research			A	
9. Medical ethics.	A		A,B,C	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 (35for 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, 11<sup>th</sup> ed. McGraw Hill / Medical.
- Medical Ethics Manual. World medical association. Third edition 2015.
- Medical ethics and law. Dominic Wilkinson, 3<sup>rd</sup> edition 2019.

### iii. Recommended books

- Biswas Gautam (2021): Review of Forensic Medicine & Toxicology. 5<sup>th</sup> 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](http://www.sciencedirect.com). As :
  - Forensic Science International Journal.
  - Toxicology Letter.

### v. others

## 8. Signatures

<b>- Course Coordinator:</b> Prof. Ghada Omeran	<b>- Head of the Department:</b> Prof. Randa Hussein Abdelhady
<b>Date:</b> 6-2022	<b>Date:</b> 6-2022

## Course 4: Anatomy










### ***Ear, Nose & Throat department***

***Faculty of Medicine***

***Assiut University***

***2022-2023***

### **1. Course data**

-  **Course Title: Anatomy**
-  **Course code: ENT330A**
-  **Speciality ENT surgery**
-  **Number of credit points: 3.5 credit point for didactic (100%), OCP for training, total 3,5 CP.**
-  **Department (s) delivering the course: Department OF E.N.T surgery - Faculty of Medicine- Assiut- EGYPT**
-  **Course coordinator(s):**
  - Course coordinator:  
Prof. .Ezat Mohamed Saleh
  - Assistant coordinator (s):
    - Prof. Ahmed Abdel Aleem.
-  **Date last reviewed: 6-2022**
  
-  **Requirements (prerequisites) if any :**
  - **None**
-  **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

To acquire in depth the ENT Anatomy necessary for ENT surgery in clinical reasoning, diagnosis and management of ENT disorders.

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p><b>A- Illustrate detailed anatomy of the head &amp; neck, with emphasis on Ear , Nose, paranasal sinuses, larynx. Pharynx , Esophagus &amp; trachea.</b></p> <ul style="list-style-type: none"> <li>• Temporal bone.</li> <li>• Ear( external, middle,&amp; inner).</li> <li>• Facial nerve.</li> <li>• Nose ( nasal cavity &amp; para nasal sinuses).</li> <li>• Oral cavity (Tongue &amp;Palate).</li> <li>• Pharynx ( nasopharynx, oropharynx,&amp; hypopharynx).</li> <li>• Parapharyngeal &amp; retropharyngeal spaces.</li> <li>• Larynx.</li> <li>• Head and Neck embryology.</li> <li>• Head and neck anatomy.</li> <li>• Cranial nerves.</li> <li>• Cervical trachea.</li> <li>• Cervical oesophagus.</li> <li>• Skull base.</li> </ul>	<p><b>-Lectures.</b></p>	<p><b>-Written and oral examination.</b></p> <p><b>- Log book</b></p>

## B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of anatomy with clinical reasoning, diagnosis and management of common diseases related to Otolaryngology head & neck surgery.	Didactic (lectures, seminars, tutorial)	-Written and oral examination -Log book

## C-Practical skills

Practical skills = 0 CP

## D-General Skills

### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform data management including data entry and analysis.	-Observation and supervision -Written and oral communication	Log book

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.</b>	-Observation and supervision -Written and oral communication	Log book

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society</b>	-Observation -Senior staff experience	Logbook

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>D. Work effectively in relevant health care delivery settings and systems.</b>	-Observation -Senior staff experience	Logbook

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

### First part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
• Anatomy of the temporal bone.	A	A	-	A-D
• Anatomy of the ear( external, middle,& inner).	A	A	-	A-D
• Anatomy of the facial nerve.	AA	A	-	A-D
• Anatomy of the nose ( nasal cavity & para nasal sinuses).	A	A	-	A-D
• Anatomy of the oral cavity (Tongue &Palate).	A	A	-	A-D
• Anatomy of the pharynx ( nasopharynx, oropharynx,& hypopharynx).	A	A	-	A-D
• Anatomy of the parapharyngeal & retropharyngeal spaces.	A	A	-	A-D
• Anatomy of the larynx.	A	A	-	A-D
• Head and Neck embryology.	A	A	-	A-D
• Head and neck anatomy.	A	A	-	A-D
• Anatomy of the cranial nerves.	A	A	-	A-D
• Cervical trachea.	A	A	-	A-D
• Cervical oesophagus.	A	A	-	A-D
• Anatomy of the Skull base.	A	A	-	A-D

### 5. Course Methods of teaching/learning:

1. Didactic (lectures, seminars, tutorial).
2. Observation and Performance in operations.



3. Written & oral communication.
4. Senior staff experience.
5. clinical round
6. outpatient clinic
7. work shop

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

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

## **7. Course assessment methods:**

### **i. Assessment tools:**

1. Written and oral examination
2. Assessment of practical skills.
3. Log book

**ii. Time schedule:** After 12 months from applying to the M D degree.

**iii. Marks:** 175

## **8. List of references**

### **I. Lectures notes**

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

### **II. Essential books**

- i. Scott-Brown's Otorhinolaryngology and Head and Neck Surgery, Eighth Edition, 2018
- ii. Diseases of the ear a textbook of otology.  
Dr.Stuart R. Mawson 1979.
- iii. TEXT BOOK OF Clinical Otolaryngology 1st ed.  
2021 Edition,

- iv. CUMMINGS Otolaryngology- head and neck surgery. Apr 22, 2020
- v. **Paparella and Shumrick 's Otolaryngology** 3rd, 1991).
- vi. **Illustrated human anatomy for medical students (Head&Neck)** 2016.
- vii. **Principles of pathology (General &Special) Dr. Gamal Nada.**

**III. Recommended books**

**Periodicals:**

- Archives of Otolaryngology- head and neck surgery
- Acta Oto-laryngloica
- Clinical Otolaryngology
- Laryngoscope
- Journal of Laryngology and Otology
- Otolaryngologic clinics of North America
- Egyptian Journal of Otolaryngology
- Journal of Egyptian Society of Otolaryngology and related science.

**Web sites, ... etc**

- WWW. entnet.org
- www,otohns.net
- www,sinus.org
- www.alexorl.com.
- other : none

**9. Signature**

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:.</b>

## Course 5: Pathology.

***Ear, Nose & Throat department***

***Faculty of Medicine***

***Assiut University***

***2022-2023***

### 1. Course data

- + **Course Title: Pathology**
- + **Course code: ENT330B**
- + **Speciality ENT surgery**
- + **Number of credit points: 3.5 credit point for didactic (100%), OCP for training, total 3,5 CP.**
- + **Department (s) delivering the course: Department OF E.N.T surgery - Faculty of Medicine- Assiut- EGYPT**
- + **Course coordinator(s):**
  - Course coordinator:  
Prof. .Ezat Mohamed Saleh
  - Assistant coordinator (s):
    - Prof. Ahmed Abdel Aleem.
- + **Date last reviewed: 6-2022**
- + **Requirements (prerequisites) if any :**
  - **None**
- + **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

2/1 To acquire in depth the ENT pathology necessary for ENT surgery in clinical reasoning, diagnosis and management of ENT disorders.

### A. Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<b>A-Describe Pathologic Details &amp; updated of:</b> <ul style="list-style-type: none"> <li>• Ear diseases.</li> <li>• Nasal &amp; paranasal sinuses diseases.</li> <li>• Oral &amp; Salivary gland diseases.</li> <li>• Pharyngeal diseases.</li> <li>• Laryngeal diseases.</li> <li>• Temporal bone diseases.</li> <li>• Cerebellopontine angle diseases.</li> <li>• Diseases of the cranial nerves.</li> </ul>	Didactic (lectures, seminars, tutorial)	<b>Written and oral examination</b> -Log book

### 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 Otolaryngology head & neck surgery.	<b>Didactic</b> (lectures, seminars, tutorial)	-Written and oral examination -Log book

### C. Practical skills

**Practical skills= 0 CP**

## D-General Skills

### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform data management including data entry and analysis.	-Observation and supervision -Written and oral communication	Log book

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	-Observation -Senior staff experience	Logbook

### Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in relevant health care delivery settings and systems.	-Observation -Senior staff experience	Logbook

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

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
• Ear diseases.	A	A	-	A-D
• Nasal & paranasal sinuses diseases.	A	A	=====	A-D
• Oral & Salivary gland diseases.	A	-	-	-
• Pharyngeal diseases.	A			
• Laryngeal diseases.	A	A	-	A-D
• Temporal bone diseases.	A	A	-	A-D
• Cerebellopontine angle diseases.	A	A	-	A-D
• Diseasees of the crainial nerves.	A	A	-	A-D

At the first part

#### 5. Course Methods of teaching/learning:

- Didactic (lectures, seminars, tutorial).
- Observation and Performance in operations.
- Written & oral communication.
- Senior staff experience.
- clinical round
- outpatient clinic
- work shop

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

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

## **7. Course assessment methods:**

### **i. Assessment tools:**

- Written and oral examination
- Assessment of practical skills.
- Log book

**ii. Time schedule:** After 12 months from applying to the M D degree.

**iii. Marks:** 175

## **8. List of references**

### **IV. Lectures notes**

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

### **V. Essential books**

- i. Scott-Brown's Otorhinolaryngology and Head and Neck Surgery, Eighth Edition, 2018
- ii. Diseases of the ear a textbook of otology. Dr.Stuart R. Mawson 1997.

- iii. TEXT BOOK OF Clinical Otolaryngology 1st ed. 2021 Edition,
- iv. CUMMINGS Otolaryngology- head and neck surgery. Apr 22, 2020
- v. **Paparella and Shumrick 's Otolaryngology 3rd, 1991).**
- vi. **Illustrated human anatomy for medical students (Head&Neck) 2016.**
- vii. **Principles of pathology (General &Special) Dr. Gamal Nada.**

## **VI. Recommended books**

### **Periodicals:**

- Archives of Otolaryngology- head and neck surgery
- Acta Oto-laryngologica
- Clinical Otolaryngology
- Laryngoscope
- Journal of Laryngology and Otology
- Otolaryngologic clinics of North America
- Egyptian Journal of Otolaryngology
- Journal of Egyptian Society of Otolaryngology and related science.

### **Web sites, ... etc**

- WWW. entnet.org
- www,otohns.net
- www,sinus.org



- [www.alexorl.com](http://www.alexorl.com).
- other : none

**9. Signature**

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## Second Part

### Course 6 : E.N.T surgery

**Name of department:** E.N.T surgery.

**Faculty of medicine**

**Assiut University**

**2022-2023**

#### 1. Course data

- ✚ **Course Title:** Ear, Nose and Throat(E.N.T) surgery.
- ✚ **Course code:** ENT330C
- ✚ **Speciality :** Ear, Nose and Throat(ENT) surgery.
- ✚ **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 ENT surgery - Faculty of Medicine- Assiut- EGYPT.
- ✚ **Coordinator (s):**
  - Principle coordinator:**Prof. Prof. Dr.Fareid Hessein El Weshay
  - Assistant coordinator:** Prof. Dr.Ahmed Abdel Aleem
- ✚ **Date last review 6-2022**
- ✚ **Requirements (prerequisites) if any :**
  - None
- ✚ **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

**This course consists of 5 Modules( Units):**

**.Module 1: Otolology &Neurotology**

**.Module 2: Rhinology**

**.Module 3: Laryngotracheobronchology**

**Module 4,5: Pharyngoesophageal , Head and neck surgery**

## 2. Course Aims

2/1 To enable MD students to master high level of clinical skills, in addition to update and advanced medical knowledge, integration and interpretation of different investigations, professional competence & operative performance in the area of ENT surgery.

2/2 To provide candidates with enough general skills related to ENT surgery including, writing specialized medical reports, use of information technology in clinical decisions and research, teaching junior students and counseling patients and their families about ENT diseases and conditions.

2/3 To acquire indepth the surgical anatomical and pathological Background necessary for ENT surgery in clinical reasoning, diagnosis and management of ENT diseases.

### 3. Course intending learning outcomes (ILOs):

#### Course 6:Unit 1 : Otology & Neurotology.

#### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p><b>A. Explain detailed update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions:</b></p> <ol style="list-style-type: none"> <li>1. Congenital otological disorders.</li> <li>2. Diseases of the External Ear.</li> <li>3. Otitis Media and Middle Ear Effusions.</li> <li>4. Chronic Otitis Media.</li> <li>5. Cholesteatoma.</li> <li>6. Cranial and Intracranial Complications of Acute and Chronic Otitis Media .</li> <li>7. Otosclerosis .</li> <li>8. Hereditary Hearing Impairment .</li> <li>9. Trauma to the Middle Ear, Inner Ear, and Temporal Bone .</li> <li>10. Diving medicine.</li> <li>11. Occupational Hearing Loss .</li> <li>12. Ototoxicity .</li> <li>13. Sensorineural Hearing Loss .</li> <li>14. Perilymphatic Fistulae .</li> <li>15. Autoimmune Inner Ear Disease</li> <li>16. Meniere’s Disease, Vestibular Neuronitis, Paroxysmal Positional Vertigo.</li> <li>17. Cerebellopontine Angle Tumors</li> <li>18. Diseases of the temporal bone.</li> </ol>	<p style="text-align: center;">-Didactic (lectures, seminars, tutorial) -Clinical rounds -Seminars -Clinical rotations -Service teaching</p>	<p style="text-align: center;">-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Written and oral examination</p>

<p>19. Glomus tumors &amp; other tumors of the ear.  20. Presbycusis  21. Tinnitus and Hyperacusis  22. Disorders of the facial nerve.  23. Anterior skull base lesions.  <b>24.</b> Paediatrics otological problems.</p>		
<p><b>B. Mention the following detailed principles of:</b></p> <ol style="list-style-type: none"> <li>1. Molecular Biology of Hearing and Balance.</li> <li>2. Physiology of the Auditory and Vestibular Systems.</li> <li>3. Examination of the ear.</li> <li>4. Diagnostic Audiology, Hearing Aids, and Habilitation Options .</li> <li>5. Evaluation of the Vestibular (Balance) System .</li> <li>6. Imaging of the Temporal Bone .</li> <li>7. Diving medicine</li> <li>8. Tinnitus and Hyperacusis</li> <li>9. Implantable middle ear hearing devices.</li> <li>10. Cochlear Implants</li> <li>11. Reconstruction of the ear.</li> <li>12. Plastic surgery of the ear.</li> <li>13. Surgery of the Skull Base.</li> <li><b>14.</b> Surgery of vertigo.</li> </ol>	<p>-Didactic (lectures, seminars, tutorial)  -Clinical rounds  -Seminars  -Clinical rotations  -Service teaching</p>	<p>-OSCE at the end of each year  -log book &amp; portfolio  - One MCQ examination at the second half of the second year and another one in the third year  -Written and oral examination</p>
<p><b>C. Mention basics of the following rare diseases and conditions:</b></p> <ol style="list-style-type: none"> <li>1. Keratosis obturans.</li> <li>2. Osteopetrosis.</li> <li>3. Hereditary Hearing Impairment .</li> <li>4. Occupational Hearing Loss .</li> <li>5. Ototoxicity .</li> <li>6. Sensorineural Hearing Loss .</li> <li>7. Perilymphatic Fistulae .</li> <li>8. Autoimmune Inner Ear Disease</li> <li>9. Cerebellopontine Angle Tumors</li> </ol>	<p>-Didactic (lectures, seminars, tutorial)  -Clinical rounds  -Seminars  -Clinical rotations  -Service teaching</p>	<p>-OSCE at the end of each year  -log book &amp; portfolio  - One MCQ examination at the second half of the second year</p>

<p>10. Diseases of the temporal bone.  11. Facial nerve tumors.  12. Anterior skull base lesions.</p>		<p><b>and another one in the third year -Written and oral examination</b></p>
<p><b>D. Explain the facts and principles of the relevant basic supportive sciences related to Otology &amp; Neurotology.</b></p>		
<p><b>E. Explain the facts and principles of the relevant clinically supportive sciences related to Otology &amp; Neurotology.</b></p>		
<p><b>F. Describe the basic ethical and medicolegal principles relevant to the Otology &amp; Neurotology.</b></p>		
<p><b>G. Describe the basics of quality assurance to ensure good clinical care in Otology &amp; Neurotology.</b></p>		
<p><b>H. Explain the ethical and scientific principles of medical research.</b></p>		
<p><b>I. Explain the impact of common health problems in the field of Otology &amp; Neurotology on the society.</b></p>		

## B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case in common problem related to Otology & Neurotology.	-Clinical rounds -Senior staff experience	-Procedure and case presentation -Log book & Portfolio
B. Apply the basic and clinically supportive sciences which are appropriate to Otology & Neurotology related problems.		
C. Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Otology & Neurotology.		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs. a. Vertigo. b. Tinnitus. c. Sudden sensorineural hearing loss. d. Acute facial nerve paralysis. e. Cranial & intracranial complications of ear infections. f. Mortality in the ward		
G. Plain quality improvement activities in the field of medical education and clinical practice in to Otology & Neurotology.		
H. Create and innovate plans, systems, and other issues for improvement of performance in to Otology & Neurotology.		

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 Otology & Neurotology.		

### C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p><b>A</b>-Take history, examine and clinically diagnose different conditions <b>related to</b> Otology &amp; Neurotology.</p>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Clinical exam</p>
<p><b>B</b>-Order the following non invasive and invasive diagnostic procedures:</p> <ul style="list-style-type: none"> <li>● Routine appropriate Lab investigations related Otology &amp; Neurotology.</li> <li>● X ray chest.</li> <li>● X ray Temporal bone.</li> <li>● CT Temporal bone&amp; brain.</li> <li>● Temporal bone MRI</li> <li>● Angiography.</li> </ul>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform</p>	<p>- Procedure presentation - Log book - Chick list</p>



<ul style="list-style-type: none"> <li>● Biopsy taking.</li> <li>● Culture &amp; Sensitivity of discharge.</li> <li>● Pre-operative embolization.</li> <li>● Pathology reports.</li> <li>● Aspiration or Drainage of mastoid abcess.</li> <li>● Audiovestibular investigations:</li> <li>● Pure tone audiograms.</li> <li>● Speech audiogram.</li> <li>● Tympanogram &amp; Acoustic reflex.</li> <li>● Auditory brain stem response.</li> <li>● Electronystagmography.</li> </ul>	<b>under supervision of senior staff</b>	
<p><b>C-Interpret the following non invasive and invasive diagnostic procedures:</b></p> <ul style="list-style-type: none"> <li>● Routine appropriate Lab investigations related Otology &amp; Neurotology.</li> <li>● X ray chest.</li> <li>● X ray Temporal bone.</li> <li>● CT Temporal bone&amp; brain.</li> <li>● Temporal bone MRI</li> <li>● Angiography.</li> <li>● Biopsy taking.</li> <li>● Culture &amp; Sensitivity of discharge.</li> <li>● Pre-operative embolization.</li> <li>● Pathology reports.</li> <li>● Aspiration or Drainage of mastoid abcess.</li> <li>● Audiovestibular investigations:</li> <li>● Pure tone audiograms.</li> <li>● Speech audiogram.</li> <li>● Tympanogram &amp; Acoustic reflex.</li> <li>● Auditory brain stem response.</li> <li>● Electronystagmography.</li> </ul>	<b>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</b>	<b>- Procedure presentation - Log book - Chick list</b>
<p><b>D-Perform the following noninvasive and invasive diagnostic procedures:</b></p>	<b>-Clinical round with</b>	<b>- Procedure presentation</b>

<ul style="list-style-type: none"> <li>● Biopsy taking.</li> <li>● Culture &amp; Sensitivity of discharge.</li> <li>● Pathology reports.</li> <li>● Aspiration or Drainage of mastoid abscess.</li> <li>● Aspiration or Drainage of auricular hematoma or abscess.</li> <li>▪ Ear washing.</li> <li>▪ Removal of foreign body from external auditory canal</li> <li>▪ Simple removal of aural polyp.</li> <li>▪ Simple myringotomy.</li> </ul>	<p style="text-align: center;"><b>senior staff</b>  <b>-Observation</b>  <b>-Post graduate teaching</b>  <b>-Hand on workshops</b>  <b>-Perform under supervision of senior staff</b></p>	<p style="text-align: center;"><b>- Log book</b>  <b>- Chick list</b></p>
<p><b>E-Prescribe the following noninvasive and invasive therapeutic procedures.</b></p> <p>- Proper treatment for conditions in A.A</p> <p>Ear washing.</p> <p>Removal of foreign body from external auditory canal</p> <p>Simple removal of aural polyp.</p> <p>Simple myringotomy.</p> <p>Myringotomy with insertion of pressure equalization tubes</p> <p>Mastoidectomy:</p> <ul style="list-style-type: none"> <li>● Cortical.</li> <li>● Radical.</li> <li>● Modified radical.</li> </ul> <p>Tympanoplastic procedures:</p> <p style="padding-left: 40px;">Myringoplasty.</p> <p style="padding-left: 40px;">Tympanoplasty.</p> <p style="padding-left: 40px;">Ossiculopasty.</p> <p>Meatoplasty &amp; Conchomeatoplasty.</p> <p style="padding-left: 40px;">Stapedectomy.</p> <p>Neurectomy:</p> <p style="padding-left: 40px;">Tympanic.</p> <p style="padding-left: 40px;">Chorda tympani.</p>	<p style="text-align: center;"><b>-Observation</b>  <b>-Post graduate teaching</b>  <b>-Hand on workshops</b></p>	<p style="text-align: center;"><b>- Procedure presentation</b>  <b>- Log book</b>  <b>- Chick list</b></p>

<p>Vestibular. Singular. Surgery of the facial nerve. Surgery of the vertigo. Skull base surgery. Cochlear implants.</p> <p><b>Excision of:</b></p> <p>Preauricular sinus or fistula. Osteoma or fibrous dysplasia. Lesions of the pinna. Glomus tumors. Malignant tumor of temporal bone. Cerebellopontine angle lesions. Internal auditory canal lesions</p>		
<p><b>F-Perform the following noninvasive and invasive therapeutic operations:</b></p> <p>Ear washing. Removal of foreign body from external auditory canal Simple removal of aural polyp. Simple myringotomy Mylringotomy with insertion pressure equalization tubes Mastoidectomy: Cortical. Radical. Modified radical.</p> <p>Tympanoplastic procedures: Mylringoplasty. Tympanoplasty. Ossiculopasty. Meatoplasty &amp; Conchomeatoplasty. Stapedectomy. Neurectomy:</p>	<p><b>-Observation</b> <b>-Post graduate teaching</b> <b>-Hand on workshops</b></p>	<p><b>- Procedure presentation</b> <b>- Log book</b> <b>- Chick list</b></p>

<p>Tympanic. Chorda tympani. Vestibular. Singular. Surgery of the facial nerve. Surgery of the vertigo. Skull base surgery. Cochlear implants. Excision of:</p> <ul style="list-style-type: none"> <li>Preauricular sinus or fistula.</li> <li>Osteoma or fibrous dysplasia.</li> <li>Lesions of the pinna.</li> <li>Glomus tumors.</li> <li>Malignant tumor of temporal bone.</li> <li>Crebellopontaine angle lesions.</li> <li>Internal auditory canal lesions.</li> </ul>		
<p><b>G-Develop patient management plans for the following problems:</b></p> <ul style="list-style-type: none"> <li>• Otitis externa.</li> <li>• Otitis Media and Middle Ear Effusions.</li> <li>• Chronic Otitis Media.</li> <li>• Cholesteatoma.</li> <li>• Cranial and Intracranial Complications of Acute and Chronic Otitis Media .</li> <li>• Otosclerosis .</li> <li>• Hereditary Hearing Impairment .</li> <li>• Trauma to the Middle Ear, Inner Ear, and Temporal Bone .</li> <li>• Occupational Hearing Loss .</li> <li>• Ototoxicity .</li> <li>• Sensorineural Hearing Loss .</li> <li>• Vertigo eg. Meniere’s Disease, Vestibular Neuronitis, Paroxysmal Positional Vertigo.</li> </ul>	<p style="text-align: center;"><b>-Clinical round with senior staff</b></p>	

<ul style="list-style-type: none"> <li>● Glomus tumors &amp; other tumors of the ear.</li> <li>● Presbycusis</li> <li>● Tinnitus and Hyperacusis</li> <li>● Disorders of the facial nerve.</li> <li>● Paediatric otological problems.</li> </ul>		
<p><b>H-Develop and carry out patient management plans for the following problems:</b></p> <ul style="list-style-type: none"> <li>● Otitis externa.</li> <li>● Otitis Media and Middle Ear Effusions.</li> <li>● Chronic Otitis Media.</li> <li>● Cholesteatoma.</li> <li>● Cranial and Intracranial Complications of Acute and Chronic Otitis Media .</li> <li>● Otosclerosis .</li> <li>● Hereditary Hearing Impairment .</li> <li>● Trauma to the Middle Ear, Inner Ear, and Temporal Bone .</li> <li>● Occupational Hearing Loss .</li> <li>● Ototoxicity .</li> <li>● Sensorineural Hearing Loss .</li> <li>● Vertigo eg. Meniere’s Disease, Vestibular Neuronitis, Paroxysmal Positional Vertigo.</li> <li>● Glomus tumors &amp; other tumors of the ear.</li> <li>● Presbycusis</li> <li>● Tinnitus and Hyperacusis</li> <li>● Disorders of the facial nerve.</li> <li>● Paediatric otological problems.</li> </ul>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>I-Counsel and educate patients and their family about</b></p> <ul style="list-style-type: none"> <li>● Hospital acquired infections.</li> <li>● Infective and neoplastic ear diseases.</li> <li>● Hereditary Hearing Impairment .</li> <li>● Occupational Hearing Loss .</li> </ul>	<p><b>-Clinical round with senior staff</b></p>	

<ul style="list-style-type: none"> <li>• Ototoxicity .</li> <li>• Recurrence of some ear diseases.</li> <li>• Paediatric otological problems.</li> </ul>		
<p><b>J-Use information technology to support patient care decisions and patient education for <b>the</b> Otology &amp; Neurotology related conditions.</b></p>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>K-Provide health care services aimed at preventing the following conditions</b></p> <ul style="list-style-type: none"> <li>• Delayed diagnosis of infective and neoplastic ear diseases.</li> <li>• Hospital acquired infections.</li> <li>• Hereditary Hearing Impairment .</li> <li>• Occupational Hearing Loss .</li> <li>• Ototoxicity .</li> <li>• Recurrence of some ear diseases.</li> <li>• Paediatric otological problems.</li> </ul>	<p><b>-Clinical round with senior staff</b></p>	
<p>L-Work with health care professionals, including those from other disciplines, to provide patient-focused care for the mentioned in A.A and A.C</p>	<p><b>-Clinical round with senior staff</b></p>	
<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><b>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</b></p>	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
<p><b>B. Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.</b></p>	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
<p><b>C. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness</b></p>		
<p><b>D. Use information technology to manage information, access on-line medical information; and support their own education</b></p>		
<p><b>E. Lead the learning of students and other health care professionals.</b></p>		

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>F. Create and sustain a therapeutic and ethically sound relationship with patients</b>	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
<b>G. Perform the following oral communications:</b> <b>a. Interpretation of the results of different investigations related to Otological &amp; Neurotological diseases and discussion of different therapeutic options.</b>		
<b>H. Fill the following reports:</b> <ul style="list-style-type: none"> <li>• Patients' medical reports               <ul style="list-style-type: none"> <li>• Death report</li> </ul> </li> <li>• Postoperative reports.</li> <li>• Pathological reports.</li> </ul>		
<b>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</b>		



## Professionalism

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

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>M. Work effectively in different health care delivery settings and systems.</b>	- Observation - Senior staff experience	- 360o global rating
<b>N. Practice cost-effective health care and resource allocation that does not compromise quality of care</b>		- Check list evaluation of live or recorded performance
<b>O. Advocate for quality patient care and assist patients in dealing with system complexities</b>		- 360o global rating - Patient survey
<b>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</b>		

## **A-Knowledge and understanding**

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p><b><u>A.</u> Explain detailed update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions:</b></p> <ol style="list-style-type: none"> <li>1. Congenital sinonasal disorders.</li> <li>2. Olfactory disorders.</li> <li>3. Diseases of the external nose.</li> <li>4. Acquired Immune Deficiency Syndrome</li> <li>5. Infectious Diseases of the Upper Respiratory Tract.</li> <li>6. Allergic Rhinitis</li> <li>7. Epistaxis.</li> <li>8. Nasal septum diseases.</li> <li>9. Acute and Chronic Nasal Disorders</li> <li>10. Sinusitis and Polyposis</li> <li>11. Nasal granulomas(Infectious &amp;Inflammatory).</li> <li>12. Sinusitis &amp; its complications.</li> <li>13. Fungal rhinosinusitis.</li> <li>14. Cysts related to nose &amp; paranasal sinuses.</li> <li>15. Headache and Facial Pain</li> <li>16. Neoplasms of the Nose and Paranasal Sinuses</li> <li>17. Orbital diseases in rhinology.</li> <li>18. Nasal Reconstruction and Rhinoplasty</li> <li>19. Facial Fractures.</li> <li>20. Cerebrospinal rhinorrhea.</li> <li>21. Oroantral fistula.</li> <li>22. Paediatric rhinological problems.</li> </ol>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Clinical rounds</li> <li>-Seminars</li> <li>-Clinical rotations</li> <li>-Service teaching</li> </ul>	<ul style="list-style-type: none"> <li>-OSCE at the end of each year</li> <li>-log book &amp; portfolio</li> <li>- One MCQ examination at the second half of the second year and another one in the third year</li> <li>-Written and oral examination</li> </ul>

<p><b><u>B.</u> Mention the detailed principles of</b></p> <ul style="list-style-type: none"> <li>• Olfactory disorders.</li> <li>• Cellular Biology of the Immune System</li> <li>• Acquired Immune Deficiency Syndrome</li> <li>• Etiology of Infectious Diseases of the Upper Respiratory Tract</li> <li>• Imaging of the Nasal Cavities, Paranasal Sinuses, Nasopharynx, Orbits, Infratemporal Fossa, Pterygomaxillary Fissure, Parapharyngeal Space, and Base of the Skull.</li> <li>• Diseases of the external nose.</li> <li>• Allergic Rhinitis</li> <li>• Epistaxis.</li> <li>• Nasal septum diseases.</li> <li>• Acute and Chronic Nasal Disorders</li> <li>• Sinusitis and Polyposis</li> <li>• Nasal granulomas (Infectious &amp; Inflammatory).</li> <li>• Sinusitis &amp; its complications.</li> <li>• Fungal rhinosinusitis.</li> <li>• Cerebrospinal rhinorrhea.</li> <li>• Cysts related to nose &amp; paranasal sinuses.</li> <li>• Headache and Facial Pain</li> <li>• Neoplasms of the Nose and Paranasal Sinuses</li> <li>• Nasal Reconstruction and Rhinoplasty</li> <li>• Facial Fractures</li> <li>• Reconstruction of the Maxilla.</li> <li>• Paediatric rhinological problems.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds -Seminars -Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Written and oral examination</p>
<p><b><u>C.</u> Mention basics of the following rare diseases and conditions</b></p> <ol style="list-style-type: none"> <li>1. Olfactory disorders</li> <li>2. Acquired Immune Deficiency Syndrome</li> <li>3. Non-healing nasal granulomas.</li> <li>4. Cystic fibrosis.</li> </ol>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ</p>

<p>5. Cerebrospinal rhinorrhea.  6. Cysts related to nose &amp; paranasal sinuses.  7. Neoplasms of the Nose and Paranasal Sinuses.</p>	<p>-Seminars  -Clinical rotations  -Service teaching</p>	<p>examination at the second half of the second year and another one in the third year  -Written and oral examination</p>
<p>D. Explain the facts and principles of the relevant basic supportive sciences related to rhinology.</p>		
<p>E-Explain the facts and principles of the relevant clinically supportive sciences related to rhinology.</p>		
<p>F-Describe the basic ethical and medicolegal principles relevant to rhinology.</p>		
<p>G-Describe the basics of quality assurance to ensure good clinical care in rhinology.</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 rhinology on the society.</p>		

## B-Intellectual outcomes

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

### C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p><b>A. Take history, examine and clinically diagnose different conditions related to rhinology.</b></p>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Clinical exam</p>
<p><b>B. <u>Order the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>● Routine appropriate Lab investigations related to rhinology.</li> <li>● X ray chest.</li> <li>● X ray nose&amp; paranasal sinuses.</li> <li>● CT nose&amp; paranasal sinuses&amp; brain.</li> <li>● MRI nose&amp; paranasal sinuses.</li> <li>● Angiography.</li> <li>● Biopsy taking.</li> <li>● Culture &amp; Sensitivity of discharge.</li> <li>● Rhinometry.</li> <li>● Pre-operative embolization.</li> <li>● Pathology reports.</li> <li>● Olfactory investigations.</li> <li>● Diagnostic sinuscopy.</li> </ul>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	<p>- Procedure presentation - Log book - Chick list</p>

<p><b>C. <u>Interpret the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>● Routine appropriate Lab investigations related to rhinology.</li> <li>● X ray chest.</li> <li>● X ray nose&amp; paranasal sinuses.</li> <li>● CT nose&amp; paranasal sinuses&amp; brain.</li> <li>● MRI nose&amp; paranasal sinuses.</li> <li>● Angiography.</li> <li>● Biopsy taking.</li> <li>● Culture &amp; Sensitivity of discharge.</li> <li>● Rhinometry.</li> <li>● Pre-operative embolization.</li> <li>● Pathology reports.</li> <li>● Olfactory investigations.</li> <li>● Diagnostic sinuscopy.</li> </ul>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	<p>- Procedure presentation - Log book - Chick list</p>
<p><b>D. <u>Perform the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>● Biopsy taking.</li> <li>● Culture &amp; Sensitivity of discharge.</li> <li>● Pathology reports.</li> <li>● Aspiration or Drainage of septal haematoma or abcess.</li> <li>▪ Removal of foreign body from the nose.</li> <li>▪ Simple removal of nasal polyp.</li> <li>▪ Antral puncture &amp; lavage.</li> <li>▪ Diagnostic sinuscopy.</li> </ul>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	<p>- Procedure presentation - Log book - Chick list</p>
<p><b>E. <u>Prescribe the following non invasive and invasive therapeutic procedures.</u></b></p> <ul style="list-style-type: none"> <li>▪ Prescribe proper treatment for conditions in A.A</li> <li>● Aspiration or Drainage of septal</li> </ul>	<p>-Observation -Post graduate teaching -Hand on</p>	<p>- Procedure presentation - Log book - Chick list</p>

<p>haematoma or abcess.</p> <ul style="list-style-type: none"> <li>▪ Removal of foreign body from the nose.</li> <li>▪ Simple removal of nasal polyp.</li> <li>▪ Antral puncture &amp; lavage.</li> <li>▪ Submucous resection</li> <li>▪ Partial turbinectomy</li> <li>▪ Simple removal of antrochoanal polyp</li> <li>▪ Repair of nasal &amp; Facial bones fractures.</li> <li>▪ Calwell luc's operation</li> <li>▪ Septoplasty &amp; septorhinoplasty.</li> <li>▪ Endoscopic sinonasal surgery.</li> <li>▪ Orbital decompression.</li> <li>▪ Transsphenoidal hypophysiectomy.</li> <li>▪ External operations of frontal sinus.</li> <li>▪ Ethmoidectomy.</li> <li>▪ Maxillectomy.</li> <li>▪ Dacrocystorhinostomy.</li> <li>▪ Transfacial approaches for excision of sinonasal tumors.</li> <li>▪ Surgery of choanal atresia.</li> <li>▪ Surgery of epistaxis.</li> <li>▪ Repair of cerebrospinal rhinorrhea.</li> <li>▪ Craniofacial resection.</li> </ul>	<p>workshops</p>	
<p><b>F. <u>Perform the following non invasive and invasive therapeutic operations:</u></b></p> <ul style="list-style-type: none"> <li>• Aspiration or Drainage of septal haematoma or abcess.</li> <li>▪ Removal of foreign body from the nose.</li> <li>▪ Simple removal of nasal polyp.</li> <li>▪ Antral puncture &amp; lavage.</li> <li>▪ Submucous resection</li> <li>▪ Partial turbinectomy</li> <li>▪ Simple removal of antrochoanal polyp</li> <li>▪ Repair of nasal &amp; Facial bones fractures.</li> <li>▪ Calwell luc's operation</li> </ul>	<p>-Observation -Post graduate teaching -Hand on workshops</p>	<p>- Procedure presentation - Log book - Chick list</p>



<ul style="list-style-type: none"> <li>▪ <b>Septoplasty &amp; septorhinoplasty.</b></li> <li>▪ <b>Endoscopic sinonasal surgery.</b></li> <li>▪ <b>Orbital decompression.</b></li> <li>▪ <b>Transsphenoidal hypophysectomy.</b></li> <li>▪ <b>External operations of frontal sinus.</b></li> <li>▪ <b>Ethmoidectomy.</b></li> <li>▪ <b>Maxillectomy.</b></li> <li>▪ <b>Dacrocystorhinostomy.</b></li> <li>▪ <b>Transfacial approaches for excision of sinonasal tumors.</b></li> <li>▪ <b>Surgery of choanal atresia.</b></li> <li>▪ <b>Surgery of epistaxis.</b></li> <li>▪ <b>Repair of cerebrospinal rhinorrhea.</b></li> <li>▪ <b>Craniofacial resection.</b></li> </ul>		
<p><b>G. Develop patient management plans for the following problems:</b></p> <ol style="list-style-type: none"> <li><b>1. Congenital sinonasal disorders.</b></li> <li><b>2. Olfactory disorders.</b></li> <li><b>3. Diseases of the external nose.</b></li> <li><b>4. Acquired Immune Deficiency Syndrome</b></li> <li><b>5. Infectious Diseases of the Upper Respiratory Tract.</b></li> <li><b>6. Allergic Rhinitis</b></li> <li><b>7. Epistaxis.</b></li> <li><b>8. Nasal septum diseases.</b></li> <li><b>9. Acute and Chronic Nasal Disorders</b></li> <li><b>10. Sinusitis and Polyposis</b></li> <li><b>11. Nasal granulomas(Infectious &amp;Inflammatory).</b></li> <li><b>12. Sinusitis &amp; its complications.</b></li> <li><b>13. Fungal rhinosinusitis.</b></li> <li><b>14. Cysts related to nose &amp; paranasal sinuses.</b></li> <li><b>15. Headache and Facial Pain</b></li> <li><b>16. Neoplasms of the Nose and</b></li> </ol>	<p><b>-Clinical round with senior staff</b></p>	

<p><b>Paranasal Sinuses</b></p> <ol style="list-style-type: none"> <li>17. <b>Orbital diseases in rhinology.</b></li> <li>18. <b>Nasal Reconstruction and Rhinoplasty</b></li> <li>19. <b>Facial Fractures.</b></li> <li>20. <b>Cerebrospinal rhinorrhea.</b></li> <li>21. <b>Oroantral fistula.</b></li> <li>22. <b>Paediatric rhinological problems.</b></li> </ol>		
<p><b>H. <u>Develop and carry out patient management plans for the following problems</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Congenital sinonasal disorders.</b></li> <li>2. <b>Olfactory disorders.</b></li> <li>3. <b>Diseases of the external nose.</b></li> <li>4. <b>Acquired Immune Deficiency Syndrome</b></li> <li>5. <b>Infectious Diseases of the Upper Respiratory Tract.</b></li> <li>6. <b>Allergic Rhinitis</b></li> <li>7. <b>Epistaxis.</b></li> <li>8. <b>Nasal septum diseases.</b></li> <li>9. <b>Acute and Chronic Nasal Disorders</b></li> <li>10. <b>Sinusitis and Polyposis</b></li> <li>11. <b>Nasal granulomas(Infectious &amp;Inflammatory).</b></li> <li>12. <b>Sinusitis &amp; its complications.</b></li> <li>13. <b>Fungal rhinosinusitis.</b></li> <li>14. <b>Cysts related to nose &amp; paranasal sinuses.</b></li> <li>15. <b>Headache and Facial Pain</b></li> <li>16. <b>Neoplasms of the Nose and Paranasal Sinuses</b></li> <li>17. <b>Orbital diseases in rhinology.</b></li> <li>18. <b>Nasal Reconstruction and Rhinoplasty</b></li> <li>19. <b>Facial Fractures.</b></li> <li>20. <b>Cerebrospinal rhinorrhea.</b></li> <li>21. <b>Oroantral fistula.</b></li> <li>22. <b>Paediatric rhinological problems.</b></li> </ol>	<p><b>-Clinical round with senior staff</b></p>	

<p><b>I. <u>Counsel and educate patients and their family about</u></b></p> <ol style="list-style-type: none"> <li>1. Congenital sinonasal disorders.</li> <li>2. Olfactory disorders.</li> <li>3. Diseases of the external nose.</li> <li>4. Acquired Immune Deficiency Syndrome</li> <li>5. Infectious Diseases of the Upper Respiratory Tract.</li> <li>6. Allergic Rhinitis</li> <li>7. Epistaxis.</li> <li>8. Nasal septum diseases.</li> <li>9. Acute and Chronic Nasal Disorders</li> <li>10. Sinusitis and Polyposis</li> <li>11. Nasal granulomas(Infectious &amp;Inflammatory).</li> <li>12. Sinusitis &amp; its complications.</li> <li>13. Fungal rhinosinusitis.</li> <li>14. Cysts related to nose &amp; paranasal sinuses.</li> <li>15. Headache and Facial Pain</li> <li>16. Neoplasms of the Nose and Paranasal Sinuses</li> <li>17. Orbital diseases in rhinology.</li> <li>18. Nasal Reconstruction and Rhinoplasty</li> <li>19. Facial Fractures.</li> <li>20. Cerebrospinal rhinorrhea.</li> <li>21. Oroantral fistula.</li> <li>22. Paediatric rhinological problems.</li> </ol>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>J. Use information technology to support patient care decisions and patient education for <b>the</b> rhinology related conditions.</b></p>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>K. <u>Provide health care services aimed at preventing the following conditions</u></b></p> <ul style="list-style-type: none"> <li>• Delayed diagnosis of infective and neoplastic sinonasal diseases.</li> <li>• Hospital acquired infections.</li> <li>• Headache and Facial Pain</li> </ul>	<p><b>-Clinical round with senior staff</b></p>	

<ul style="list-style-type: none"> <li>• Occupational nasal disorders .</li> <li>• Recurrence of some nasal diseases.</li> </ul>		
L. 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	
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)		

## 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	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
B-Locate, appraises, and assimilates evidence from scientific studies related to patients'	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp;</li> </ul>

health problems.	round -Seminars -Lectures -Case presentation -Hand on workshops	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.		

### 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 rhinological		

diseases and discussion of different therapeutic options		
<b>H-Fill the following reports:</b> <ul style="list-style-type: none"> <li>• Patients' medical reports</li> <li>• Death report</li> <li>• Postoperative reports.</li> <li>• Pathological reports.</li> </ul>		
<b>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</b>		

## Professionalism

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

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>M-Work effectively in different health care delivery settings and systems.</b>	- <b>Observation</b> - <b>Senior staff experience</b>	- <b>360o global rating</b>
<b>N-Practice cost-effective health care and resource allocation that does not compromise quality of care</b>		- <b>Check list evaluation of live or recorded performance</b>
<b>O-Advocate for quality patient care and assist patients in dealing with system complexities</b>		- <b>360o global rating</b>  - <b>Patient survey</b>
<b>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</b>		

**Course 5:Unit 3: Module 1:LARYNX , TRACHEA & BRONCHI.**

**A-Knowledge and understanding**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
<p><b><i>A-Explain detailed update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions:</i></b></p> <ol style="list-style-type: none"> <li><b>1. Congenital Disorders of the Larynx</b></li> <li><b>2. Trauma to the Larynx</b></li> <li><b>3. Laryngotracheal Stenosis in Adults</b></li> <li><b>4. Infectious and Inflammatory Diseases of the Larynx</b></li> <li><b>5. Neurogenic Disorders of the Larynx</b></li> <li><b>6. Functional Disorders of the Larynx</b></li> <li><b>7. Minimal pathological Disorders of the Larynx</b></li> <li><b>8. Neoplasms of the Larynx</b></li> <li><b>9. Disorders of Speech, and Language</b></li> <li><b>10. Disorders of the trachea &amp; bronchi.</b></li> <li><b>11. Paediatrics laryngotracheal disorders.</b></li> </ol>	<ul style="list-style-type: none"> <li><b>-Didactic (lectures, seminars, tutorial)</b></li> <li><b>-Clinical rounds</b></li> <li><b>-Seminars</b></li> <li><b>-Clinical rotations</b></li> <li><b>-Service teaching</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-OSCE at the end of each year</b></li> <li><b>-log book &amp; portfolio</b></li> <li><b>- One MCQ examination at the second half of the second year and another one in the third year</b></li> <li><b>-Written and oral examination</b></li> </ul>
<p><b><u>B. Mention the detailed principles of</u></b></p> <ol style="list-style-type: none"> <li><b>1. Congenital Disorders of the Larynx</b></li> <li><b>2. Trauma to the Larynx</b></li> <li><b>3. Laryngotracheal Stenosis in Adults</b></li> <li><b>4. Infectious and Inflammatory Diseases of the Larynx</b></li> <li><b>5. Neurogenic Disorders of the Larynx</b></li> <li><b>6. Functional Disorders of the Larynx</b></li> <li><b>7. Minimal pathological Disorders of the Larynx</b></li> <li><b>8. Neoplasms of the Larynx</b></li> <li><b>9. Disorders of Speech, and Language</b></li> <li><b>10. Disorders of the trachea &amp; bronchi.</b></li> </ol>	<ul style="list-style-type: none"> <li><b>-Didactic (lectures, seminars, tutorial)</b></li> <li><b>-Clinical rounds</b></li> <li><b>-Seminars</b></li> <li><b>-Clinical rotations</b></li> <li><b>-Service teaching</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-OSCE at the end of each year</b></li> <li><b>-log book &amp; portfolio</b></li> <li><b>- One MCQ examination at the second half of the second year and another one in the third year</b></li> <li><b>-Written and oral examination</b></li> </ul>



<b>11. Paediatrics laryngotracheal disorders.</b>		
<b><i>C-Mention basics of the following rare diseases and conditions</i></b> <b>1. Neurogenic Disorders of the Larynx</b> <b>2. Functional Disorders of the Larynx</b> <b>3. Minimal pathological Disorders of the Larynx</b> <b>4. Disorders of the trachea &amp; bronchi.</b>	<b>-Didactic (lectures, seminars, tutorial)</b> <b>-Clinical rounds</b> <b>-Seminars</b> <b>-Clinical rotations</b> <b>-Service teaching</b>	<b>-OSCE at the end of each year</b> <b>-log book &amp; portfolio</b> <b>- One MCQ examination at the second half of the second year and another one in the third year</b> <b>-Written and oral examination</b>
<b>D-Explain the facts and principles of the relevant basic supportive sciences related to Laryngotracheobronchology.</b>		
<b>E-Explain the facts and principles of the relevant clinically supportive sciences related to Laryngotracheobronchology..</b>		
<b>F-Describe the basic ethical and medicolegal principles relevant to Laryngotracheobronchology.</b>		
<b>G-Describe the basics of quality assurance to ensure good clinical care in Laryngotracheobronchology.</b>		
<b>H-Explain the ethical and scientific principles of medical research.</b>		
<b>I-Explain the impact of common health problems in the field of Laryngotracheobronchology on the society.</b>		

## B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Design and present case in common problem related to Laryngotracheobronchology..	-Clinical rounds -Senior staff experience	-Procedure and case presentation -Log book & Portfolio
B-Apply the basic and clinically supportive sciences which are appropriate to Laryngotracheobronchology related problems.		
C-Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Laryngotracheobronchology.		
D-Plan research projects.		
E-Write scientific papers.		
F. Lead risk management activities as a part of clinical governs. g. Stridor. h. Respiratory distress in neonates, infants & young children. i. Mortality in the ward		
G. Plain quality improvement activities in the field of medical education and clinical practice in to Laryngotracheobronchology.		
H. Create and innovate plans, systems, and other issues for improvement of performance in Laryngotracheobronchology..		
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 Laryngotracheobronchology.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p><b>A-Take history, examine and clinically diagnose different conditions <span style="color: red;">related to</span> Laryngotracheobronchology.</b></p>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Clinical exam</p>
<p><b><u>B-Order the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>• Routine appropriate Lab investigations related to Laryngotracheobronchology.</li> <li>• X ray chest.</li> <li>• X ray neck&amp; larynx.</li> <li>• CT neck&amp; larynx..</li> <li>• MRI neck&amp; larynx.</li> <li>• Angiography.</li> <li>• Biopsy taking..</li> <li>• Phoniatic consultation.</li> <li>• Pre-operative embolization.</li> <li>• Pathology reports.</li> <li>• Diagnostic direct laryngoscopy.</li> </ul>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	<p>- Procedure presentation - Log book - Chick list</p>
<p><b><u>C-Interpret the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>• Routine appropriate Lab investigations</li> </ul>	<p>-Clinical round with senior staff</p>	<p>- Procedure presentation - Log book</p>

<p>related to Laryngotracheobronchology.</p> <ul style="list-style-type: none"> <li>• X ray chest.</li> <li>• X ray neck&amp; larynx.</li> <li>• CT neck&amp; larynx..</li> <li>• MRI neck&amp; larynx.</li> <li>• Angiography.</li> <li>• Biopsy taking..</li> <li>• Phoniatic consultation.</li> <li>• Pre-operative embolization.</li> <li>• Pathology reports.</li> <li>• Diagnostic direct laryngoscopy.</li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Chick list</li> </ul>
<p><u>D-Perform the following non invasive and invasive diagnostic procedures</u></p> <ul style="list-style-type: none"> <li>• Biopsy taking</li> <li>• Pathology reports.</li> <li>• Phoniatic consultation.</li> <li>• Diagnostic direct laryngoscopy</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p><u>E-Prescribe the following non invasive and invasive therapeutic procedures.</u></p> <ul style="list-style-type: none"> <li>▪ Prescribe proper treatment for conditions in A.A</li> <li>• Tracheotomy</li> <li>▪ Endoscopic removal of foreign body from laryngotracheobroncheal tree.</li> <li>▪ Laryngofissure.</li> <li>▪ Laryngectomy (Partial &amp;Total ).</li> <li>▪ Voice restoration after laryngectomy.</li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>▪ Surgery of laryngotracheal stenosis (Paediatrics&amp; Adult).</li> <li>▪ Phonosurgery &amp; microlaryngeal surgery.</li> <li>▪ Direct laryngoscopy (Diagnostic &amp; therapeutic).</li> <li>▪ Tracheobronchoscopy :( Diagnostic &amp;Therapeutic).</li> </ul>		
<p><b><u>F-Perform the following non invasive and invasive therapeutic operations:</u></b></p> <ul style="list-style-type: none"> <li>• Tracheotomy. <ul style="list-style-type: none"> <li>▪ Endoscopic removal of foreign body from laryngotracheobroncheal tree.</li> <li>▪ Laryngofissure.</li> <li>▪ Laryngectomy (Partial &amp;Total ).</li> <li>▪ Voice restoration after laryngectomy.</li> <li>▪ Surgery of laryngotracheal stenosis (Paediatrics&amp; Adult).</li> <li>▪ Phonosurgery &amp; microlaryngeal surgery.</li> <li>▪ Direct laryngoscopy (Diagnostic &amp; therapeutic).</li> <li>▪ Tracheobronchoscopy :( Diagnostic &amp;Therapeutic).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p><b>G-Develop patient management plans for the following problems:</b></p> <ol style="list-style-type: none"> <li>1. Congenital Disorders of the Larynx</li> <li>2. Trauma to the Larynx</li> <li>3. Laryngotracheal Stenosis in Adults</li> <li>4. Infectious and Inflammatory Diseases of the Larynx</li> <li>5. Neurogenic Disorders of the Larynx</li> <li>6. Functional Disorders of the Larynx</li> <li>7. Minimal pathological Disorders of the Larynx</li> <li>8. Neoplasms of the Larynx</li> </ol>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> </ul>	

<p>9. Disorders of Speech, and Language</p> <p>10. Disorders of the trachea &amp; bronchi.</p> <p>11. Paediatrics laryngotracheal disorders.</p>		
<p><u>H-Develop and carry out patient management plans for the following problems</u></p> <ol style="list-style-type: none"> <li>1. Congenital Disorders of the Larynx</li> <li>2. Trauma to the Larynx</li> <li>3. Laryngotracheal Stenosis in Adults</li> <li>4. Infectious and Inflammatory Diseases of the Larynx</li> <li>5. Neurogenic Disorders of the Larynx</li> <li>6. Functional Disorders of the Larynx</li> <li>7. Minimal pathological Disorders of the Larynx</li> <li>8. Neoplasms of the Larynx</li> <li>9. Disorders of Speech, and Language</li> <li>10. Disorders of the trachea &amp; bronchi.</li> <li>11. Paediatrics laryngotracheal disorders.</li> </ol>	<p>-Clinical round with senior staff</p>	
<p><u>I-Counsel and educate patients and their family about</u></p> <ol style="list-style-type: none"> <li>1. Congenital Disorders of the Larynx</li> <li>2. Trauma to the Larynx</li> <li>3. Laryngotracheal Stenosis in Adults</li> <li>4. Infectious and Inflammatory Diseases of the Larynx</li> <li>5. Neurogenic Disorders of the Larynx</li> <li>6. Functional Disorders of the Larynx</li> <li>7. Minimal pathological Disorders of the Larynx</li> <li>8. Neoplasms of the Larynx</li> <li>9. Disorders of Speech, and Language</li> <li>10. Disorders of the trachea &amp; bronchi.</li> <li>11. Paediatrics laryngotracheal disorders.</li> </ol>	<p>-Clinical round with senior staff</p>	

<p><b>J-Use information technology to support patient care decisions and patient education for <b>the</b> Laryngotracheobronchology related conditions.</b></p>	<p><b>-Clinical round with senior staff</b></p>	
<p><b><u>K-Provide health care services aimed at preventing the following conditions</u></b></p> <ol style="list-style-type: none"> <li><b>1. Congenital Disorders of the Larynx</b></li> <li><b>2. Trauma to the Larynx</b></li> <li><b>3. Laryngotracheal Stenosis in Adults</b></li> <li><b>4. Infectious and Inflammatory Diseases of the Larynx</b></li> <li><b>5. Neurogenic Disorders of the Larynx</b></li> <li><b>6. Functional Disorders of the Larynx</b></li> <li><b>7. Minimal pathological Disorders of the Larynx</b></li> <li><b>8. Neoplasms of the Larynx</b></li> <li><b>9. Disorders of Speech, and Language</b></li> <li><b>10. Disorders of the trachea &amp; bronchi.</b></li> <li><b>11. Paediatrics laryngotracheal disorders.</b></li> <li><b>12. Occupational laryngeal disorders .</b></li> <li><b>13. Recurrence of some laryngeal diseases.</b></li> </ol>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>L-Work with health care professionals, including those from other disciplines, to provide patient-focused care for the mentioned in A.A and A.C</b></p>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>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)</b></p>		

## D-General Skills

### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>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</b>	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
<b>B-Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.</b>	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
<b>C-Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness</b>		
<b>D-Use information technology to manage information, access on-line medical information; and support their own education</b>		
<b>E-Lead the learning of students and other health care professionals.</b>		



## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>F-Create and sustain a therapeutic and ethically sound relationship with patients</b>	<ul style="list-style-type: none"> <li>-Simulations</li> <li>-Clinical round</li> <li>-Seminars</li> <li>-Lectures</li> <li>-Case presentation</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Global rating</li> <li>-Procedure &amp; case presentation</li> <li>-Log book &amp; Portfolios</li> <li>- Chick list</li> </ul>
<b>G-Perform the following oral communications: b. Interpretation of the results of different investigations related to Laryngotracheobronchial diseases and discussion of different therapeutic options</b>		
<b>H-Fill the following reports:</b> <ul style="list-style-type: none"> <li>• Patients' medical reports</li> <li>• Death report</li> <li>• Postoperative reports.</li> <li>• Pathological reports.</li> </ul>		
<b>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</b>		

## 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"> <li>- Observation</li> <li>- Senior staff experience</li> <li>- Case taking</li> </ul>	<ul style="list-style-type: none"> <li>-Objective structured clinical examination</li> <li>- Patient survey</li> </ul>
K-Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		<ul style="list-style-type: none"> <li>- 360o global rating</li> </ul>
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"> <li>- Observation</li> <li>- Senior staff experience</li> </ul>	<ul style="list-style-type: none"> <li>- 360o global rating</li> </ul>
N-Practice cost-effective health care and resource allocation that does not compromise quality of care		<ul style="list-style-type: none"> <li>- Check list evaluation of live or recorded performance</li> </ul>
O-Advocate for quality patient care and assist patients in dealing with system complexities		<ul style="list-style-type: none"> <li>- 360o global rating</li> <li>- Patient survey</li> </ul>
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		

**Course 6 : Module 4,5:Oral cavity , Pharynx ,Oesophageus ,  
head & neck surgery.**

**A-Knowledge and understanding**

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p><b><u>A.Explain detailed update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions:</u></b></p> <ol style="list-style-type: none"> <li>1. Diseases of the nasopharynx.</li> <li>2. Diseases of the oropharynx.</li> <li>3. Diseases of the hypopharynx.</li> <li>4. Diseases of the cervical oesophagus.</li> <li>5. Diseases of the thyroid &amp; parathyroid glands.</li> <li>6. Diseases of the salivary glands.</li> <li>7. Diseases of the cervical lymph nodes.</li> <li>8. Congenital head &amp; neck disorders.</li> <li>9. Traumatic head &amp; neck disorders.</li> <li>10. Inflammatory head &amp; neck disorders</li> <li>11. Neoplastic head &amp; neck disorders.</li> <li>12. Paediatrics head &amp; neck disorders.</li> </ol>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds -Seminars -Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Written and oral examination</p>
<p><b><u>B. Mention the detailed principles of</u></b></p> <ol style="list-style-type: none"> <li>1. Diseases of the nasopharynx.</li> <li>2. Diseases of the oropharynx.</li> <li>3. Diseases of the hypopharynx.</li> <li>4. Diseases of the cervical oesophagus.</li> <li>5. Diseases of the thyroid &amp; parathyroid glands.</li> <li>6. Diseases of the salivary glands.</li> <li>7. Diseases of the cervical lymph nodes.</li> <li>8. Congenital head &amp; neck disorders.</li> <li>9. Traumatic head &amp; neck disorders.</li> <li>10. Inflammatory head &amp; neck disorders</li> </ol>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds -Seminars -Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year</p>

<p>11. Neoplastic head &amp; neck disorders. 12. Paediatrics head &amp; neck disorders.</p>		<p>-Written and oral examination</p>
<p><b><u>C.Mention basics of the following rare diseases and conditions</u></b></p> <ol style="list-style-type: none"> <li>1. Pharyngeal pouch.</li> <li>2. Diseases of the cervical oesophagus.</li> <li>3. Diseases of the parathyroid glands.</li> <li>4. Primary neoplastic head &amp; neck disorders.</li> </ol>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds -Seminars -Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Written and oral examination</p>
<p><b>D.Explain the facts and principles of the relevant basic supportive sciences related to Pharyngoesophageal , head &amp; neck surgery.</b></p>		
<p><b>E.Explain the facts and principles of the relevant clinically supportive sciences related to Pharyngoesophageal , head &amp; neck surgery</b></p>		
<p><b>F.Describe the basic ethical and medicolegal principles relevant to Pharyngoesophageal , head &amp; neck surgery</b></p>		
<p><b>G.Describe the basics of quality assurance to ensure good clinical care in Pharyngoesophageal , head &amp; neck surgery</b></p>		
<p><b>H.Explain the ethical and scientific principles of medical research.</b></p>		
<p><b>I.Explain the impact of common health problems in the field of Pharyngoesophageal , head &amp; neck surgery on the society.</b></p>		

## B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Design and present case in common problem related to Pharyngoesophageal , head & neck surgery.	-Clinical rounds -Senior staff experience	-Procedure and case presentation -Log book & Portfolio
B-Apply the basic and clinically supportive sciences which are appropriate to Pharyngoesophageal , head & neck surgery related problems.		
C-Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to Pharyngoesophageal , head & neck surgery		
D-.Plan research projects.		
E-Write scientific papers.		
F- Lead risk management activities as a part of clinical governs. 1.Cut throat. 2.Posttonsillectomy bleeding. 3.Mortality in the ward		
I-Plain quality improvement activities in the field of medical education and clinical practice in Pharyngoesophageal , head & neck surgery.		
J- Create and innovate plans, systems, and other issues for improvement of performance in Pharyngoesophageal , head & neck surgery		
K- Present and defend his / her data in front of a panel of experts		
L-Formulate management plans and alternative decisions in different situations in the field of Pharyngoesophageal , head & neck surgery.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p><b>A-Take history, examine and clinically diagnose different conditions related to Pharyngoesophageal , head &amp; neck surgery</b></p>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year -log book &amp; portfolio - One MCQ examination at the second half of the second year and another one in the third year -Clinical exam</p>
<p><b><u>B-Order the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>• Routine appropriate Lab investigations related to Pharyngoesophageal , head &amp; neck surgery</li> <li>• X ray chest.</li> <li>• X ray Pharynx &amp; neck</li> <li>• CT Pharynx &amp; neck..</li> <li>• MRI Pharynx &amp; neck.</li> <li>• Neck ultrasonography.</li> <li>• Angiography.</li> <li>• Biopsy taking..</li> <li>• Phoniatic consultation.</li> <li>• Pre-operative embolization.</li> <li>• Pathology reports.</li> <li>• Diagnostic direct hypopharyngoscopy.</li> <li>• Diagnostic oesophagoscopy.</li> </ul>	<p>-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff</p>	<p>- Procedure presentation - Log book - Chick list</p>

<ul style="list-style-type: none"> <li>• Fine needle aspiration cytology.</li> </ul>		
<p><b><u>C-Interpret the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>• Routine appropriate Lab investigations related to Pharyngoesophageal , head &amp; neck surgery</li> <li>• X ray chest.</li> <li>• X ray Pharynx &amp; neck</li> <li>• CT Pharynx &amp; neck..</li> <li>• MRI Pharynx &amp; neck.</li> <li>• Neck ultrasonography.</li> <li>• Angiography.</li> <li>• Biopsy taking..</li> <li>• Phoniatic consultation.</li> <li>• Pre-operative embolization.</li> <li>• Pathology reports.</li> <li>• Diagnostic direct hypopharyngoscopy.</li> <li>• Diagnostic oesophagoscopy.</li> <li>• Fine needle aspiration cytology.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p><b><u>D-Perform the following non invasive and invasive diagnostic procedures</u></b></p> <ul style="list-style-type: none"> <li>• Biopsy taking</li> <li>• Pathology reports.</li> <li>• Phoniatic consultation.</li> <li>• Diagnostic direct hypopharyngoscopy.</li> <li>• Diagnostic oesophagoscopy.</li> <li>• Fine needle aspiration cytology.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p><b><u>E-Prescribe the following non invasive and invasive therapeutic procedures.</u></b></p>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Post</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> </ul>

<ul style="list-style-type: none"> <li>▪ <b>Prescribe proper treatment for conditions in A.A</b></li> <li>• <b>Adenoidectomy.</b></li> <li>• <b>Tonsillectomy.</b></li> <li>• <b>Uvulopalatopharyngoplasty &amp; other snoring operations.</b></li> <li>▪ <b>Repair of velopharyngeal valve incompetence</b></li> <li>▪ <b>Excision of nasopharyngeal tumors.</b></li> <li>▪ <b>Excision of oropharyngeal tumors.</b></li> <li>▪ <b>Hypopharyngolaryngectomy.</b></li> <li>▪ <b>Neck dissection.</b></li> <li>▪ <b>Recostruction of head &amp; neck defects.</b></li> <li>▪ <b>Excision of thyroglossal , dermoid &amp; branchial cysts or sinuses or fistulae.</b></li> <li>▪ <b>Thyroidectomy.</b></li> <li>▪ <b>Parotidectomy.</b></li> <li>▪ <b>Submandibular sialadenectomy.</b></li> <li>▪ <b>Direct hypopharyngoscopy( Diagnostic &amp;Therapeutic).</b></li> <li>▪ <b>Oesophagoscopy(Diagnostic &amp;Therapeutic).</b></li> </ul>	<p>graduate teaching -Hand on workshops</p>	<p>- Log book - Chick list</p>
<p><b><u>F-Perform the following non invasive and invasive therapeutic operations:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Adenoidectomy.</b></li> <li>• <b>Tonsillectomy.</b></li> <li>• <b>Uvulopalatopharyngoplasty &amp; other snoring operations.</b></li> <li>▪ <b>Repair of velopharyngeal valve incompetence</b></li> <li>▪ <b>Excision of nasopharyngeal tumors.</b></li> <li>▪ <b>Excision of oropharyngeal tumors.</b></li> <li>▪ <b>Hypopharyngolaryngectomy.</b></li> <li>▪ <b>Neck dissection.</b></li> <li>▪ <b>Recostruction of head &amp; neck defects.</b></li> <li>▪ <b>Excision of thyroglossal , dermoid &amp;</b></li> </ul>	<p>-Observation -Post graduate teaching -Hand on workshops</p>	<p>- Procedure presentation - Log book - Chick list</p>



<p>branchial cysts or sinuses or fistulae.</p> <ul style="list-style-type: none"> <li>▪ Thyroidectomy.</li> <li>▪ Parotidectomy.</li> <li>▪ Submandibular sialadenectomy.</li> <li>▪ Direct hypopharyngoscopy( Diagnostic &amp;Therapeutic).</li> <li>▪ Oesophagoscopy(Diagnostic &amp;Therapeutic).</li> </ul>		
<p><b>G-Develop patient management plans for the following problems:</b></p> <ol style="list-style-type: none"> <li>1. Diseases of the nasopharynx.</li> <li>2. Diseases of the oropharynx.</li> <li>3. Diseases of the hypopharynx.</li> <li>4. Diseases of the cervical oesophagus.</li> <li>5. Diseases of the thyroid &amp; parathyroid glands.</li> <li>6. Diseases of the salivary glands.</li> <li>7. Diseases of the cervical lymph nodes.</li> <li>8. Congenital head &amp; neck disorders.</li> <li>9. Traumatic head &amp; neck disorders.</li> <li>10. Inflammatory head &amp; neck disorders</li> <li>11. Neoplastic head &amp; neck disorders.</li> <li>12. Paediatrics head &amp; neck disorders.</li> </ol>	<p><b>-Clinical round with senior staff</b></p>	
<p><b><u>H-Develop and carry out patient management plans for the following problems</u></b></p> <ol style="list-style-type: none"> <li>1. Diseases of the nasopharynx.</li> <li>2. Diseases of the oropharynx.</li> <li>3. Diseases of the hypopharynx.</li> <li>4. Diseases of the cervical oesophagus.</li> <li>5. Diseases of the thyroid &amp; parathyroid glands.</li> <li>6. Diseases of the salivary glands.</li> <li>7. Diseases of the cervical lymph nodes.</li> <li>8. Congenital head &amp; neck disorders.</li> <li>9. Traumatic head &amp; neck disorders.</li> <li>10. Inflammatory head &amp; neck disorders</li> </ol>	<p><b>-Clinical round with senior staff</b></p>	

<p>11. Neoplastic head &amp; neck disorders. 12. Paediatrics head &amp; neck disorders.</p>		
<p><b><u>I-Counsel and educate patients and their family about</u></b></p> <ol style="list-style-type: none"> <li>1. Diseases of the nasopharynx.</li> <li>2. Diseases of the oropharynx.</li> <li>3. Diseases of the hypopharynx.</li> <li>4. Diseases of the cervical oesophagus.</li> <li>5. Diseases of the thyroid &amp; parathyroid glands.</li> <li>6. Diseases of the salivary glands.</li> <li>7. Diseases of the cervical lymph nodes.</li> <li>8. Congenital head &amp; neck disorders.</li> <li>9. Traumatic head &amp; neck disorders.</li> <li>10. Inflammatory head &amp; neck disorders</li> <li>11. Neoplastic head &amp; neck disorders.</li> <li>12. Paediatrics head &amp; neck disorders.</li> </ol>	<p><b>-Clinical round with senior staff</b></p>	
<p><b>J-Use information technology to support patient care decisions and patient education for <b>the</b> Pharyngoesophageal , head &amp; neck surgery related conditions.</b></p>	<p><b>-Clinical round with senior staff</b></p>	
<p><b><u>K-Provide health care services aimed at preventing the following conditions</u></b></p> <ol style="list-style-type: none"> <li>1. Diseases of the nasopharynx.</li> <li>2. Diseases of the oropharynx.</li> <li>3. Diseases of the hypopharynx.</li> <li>4. Diseases of the cervical oesophagus.</li> <li>5. Diseases of the thyroid &amp; parathyroid glands.</li> <li>6. Diseases of the salivary glands.</li> <li>7. Diseases of the cervical lymph nodes.</li> <li>8. Congenital head &amp; neck disorders.</li> <li>9. Traumatic head &amp; neck disorders.</li> <li>10. Inflammatory head &amp; neck disorders</li> </ol>	<p><b>-Clinical round with senior staff</b></p>	

<b>11. Neoplastic head &amp; neck disorders.</b> <b>12. Paediatrics head &amp; neck disorders.</b>		
<b>L-Work with health care professionals, including those from other disciplines, to provide patient-focused care for the mentioned in A.A and A.C</b>	<b>-Clinical round with senior staff</b>	
<b>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)</b>		

## D-General Skills

### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>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</b>	<b>-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops</b>	<b>- Global rating -Procedure &amp; case presentation -Log book &amp; Portfolios  - Chick list</b>
<b>B-Locate, appraises, and assimilates evidence from scientific studies related to patients'</b>	<b>-Simulations -Clinical round</b>	<b>- Global rating -Procedure &amp; case presentation</b>

health problems.	-Seminars -Lectures -Case presentation -Hand on workshops	-Log book & Portfolios  - Chick list
<b>C-Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness</b>		
<b>D-Use information technology to manage information, access on-line medical information; and support their own education</b>		
<b>E-Lead the learning of students and other health care professionals.</b>		

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<b>F-Create and sustain a therapeutic and ethically sound relationship with patients</b>	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
<b>G-Perform the following oral communications:  Interpretation of the results of different investigations related to pharyngeosophageal ,head &amp;neck diseases and discussion of</b>		

<b>different therapeutic options</b>		
<b>H-Fill the following reports:</b> <ul style="list-style-type: none"> <li>• Patients' medical reports</li> <li>• Death report</li> <li>• Postoperative reports.</li> <li>• Pathological reports.</li> </ul>		
<b>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</b>		

### Professionalism

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

## 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		- 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		

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

**Time Schedule: Second part  
Unit 1: Otolaryngology & Neurotology.**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
1. Congenital otological disorders.	A,D-H	A-J	A-I,K,M	A-F,I-M
2. Diseases of the External Ear.	A,D-I	A-J	A-M	A-E
3. Otitis Media and Middle Ear Effusions.	A,B,E-I	A-J	A-J,L-M	A-P
4. Chronic Otitis Media.	A,B,D-I	A-E,G-I	A-M	A-P
5. Cholesteatoma.	A,D-I	A-E,G-I	A-M	A-P
6. Cranial and Intracranial Complications of Acute and Chronic Otitis Media .	A,B,D-I	A-E,G-I	A-M	A-P
7. Otosclerosis .	A,B,D-I	A-E,G-I	A-M	A-P
8. Hereditary Hearing Impairment .	A,B,D-I	A-E,G-I	A-M	A-P
9. Trauma to the Middle Ear, Inner Ear, and Temporal Bone .	A,B,D-I	A-L	A-M	A-P
10. Diving medicine.	A,B,D-I	A-E,G-I	A-F,I-M	A-P

11. Occupational Hearing Loss .	A-I	A-I	A-M	
12. Ototoxicity .	A-I	A-E,G-I	A-M	A-P
13. Sensorineural Hearing Loss .	A-I	A-I	A-M	A-P
14. Perilymphatic Fistulae .	A-I	A-E,G-I	A-F,I-M	A-P
15. Autoimmune Inner Ear Disease	A-I	A-E,G-I	A-F,I-M	A-P
16. Meniere's Disease, Vestibular Neuronitis, Paroxysmal Positional Vertigo.	A,B,D-I	A-L	A-M	A-P
17. Cerebellopontine Angle Tumors	A-I	A-E,G-I	A-F,I-M	A-P
18. Diseases of the temporal bone.	A-I	A-E,G-I	A-F,I-M	A-P
19. Glomus tumors & other tumors of the ear.	A,B,D-I	A-E,G-I	A-M	A-P
20. Presbycusis	A,B,D-I	A-E,G-I	A-M	A-P
21. Tinnitus and Hyperacusis	A,B,D-I	A-I	A-M	A-P
22. Disorders of the facial nerve.	A-I	A-I	A-M	A-P
23. Anterior skull base lesions.	A-I	A-E,G-I	A-F,I-M	A-P
24. Paediatrics otological problems.	A,B,D-I	A-E,G-I	A-M	A-P



## Unit 2: Rhinology.

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
1. Congenital sinonasal disorders.	A,D-I	A-I	A-L	A-P
2. Olfactory disorders.	A-I	A-D,F-L	A-M	A-P
3. Diseases of the external nose.	A,B,D-I	F-I	A-L	A-P
4. Acquired Immune Deficiency Syndrome	A-I	A-D,F-I	AM	A-P
5. Infectious Diseases of the Upper Respiratory Tract.	A,D-I	A-D,F-I	A-L	A-P
6. Allergic Rhinitis	A,B,D-I	A-I	A-L	A-P
7. Epistaxis.	A,B,D-I	A-I	A-L	A-P
8. Nasal septum diseases.	A,D-I	F-I	A-M	A-P
9. Acute and Chronic Nasal Disorders	A,B,D-I	A-D,F-I	A-L	A-P
10. Sinusitis and Polyposis	A,B,D-I	A-I	A-L	A-P
11. Nasal granulomas(Infectious &Inflammatory).	A-I	A-D,F-I	A-M	A-P
12. Sinusitis & its complications.	A,B,D-I	A-L	A-L	A-P
13. Fungal rhinosinusitis.	A,B,D-I	F-I	A-L	A-P
14. Cysts related to nose & paranasal sinuses.	A-I	A-D,F-I	A-L	A-P
15. Headache and Facial	A,B,D-I	F-I	A-L	A-P

<b>Pain</b>				
<b>16. Neoplasms of the Nose and Paranasal Sinuses</b>	<b>A-I</b>	<b>A-D,F-I</b>	<b>A-L</b>	<b>A-P</b>
<b>17. Orbital diseases in rhinology.</b>	<b>A,D-I</b>	<b>A-D,F-I</b>	<b>A-L</b>	<b>A-P</b>
<b>18. Nasal Reconstruction and Rhinoplasty</b>	<b>A,B,D-I</b>	<b>A-D,F-I</b>	<b>A-L</b>	<b>A-P</b>
<b>19. Facial Fractures.</b>	<b>A,B,D-I</b>	<b>F-I</b>	<b>A-L</b>	<b>A-P</b>
<b>20. Cerebrospinal rhinorrhea.</b>	<b>A-I</b>	<b>A-D,F-I</b>	<b>A-L</b>	<b>A-P</b>
<b>21. Oroantral fistula.</b>	<b>A,D-I</b>	<b>A-D,F-I</b>	<b>A-L</b>	<b>A-P</b>
<b>22. Paediatric rhinological problems</b>	<b>A,B,D-I</b>	<b>A-D,F-I</b>	<b>A-L</b>	<b>A-P</b>

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### Unit 3:Larynx ,Trache & Bronchi.

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
1. Congenital Disorders of the Larynx	A-I	A-O	A-L	A-E
2. Trauma to the Larynx	A,B,D-I	A-D,H-I	A-M	A-P
3. Laryngotracheal Stenosis in Adults	A,B,D-I	A-L	A-M	A-P
4. Infectious and Inflammatory Diseases of the Larynx	A-I	A-D,H-I	A-L	A-P
5. Neurogenic Disorders of the Larynx	A-I	A-D,H-I	A-L	A-E
6. Functional Disorders of the Larynx	A-I	A-D,H-I	A-L	A-E
7. Minimal pathological Disorders of the Larynx	A-I	A-D,H-I	A-L	A-P
8. Neoplasms of the Larynx	A,B,D-I	A-D,H-I	A-M	A-P
9. Disorders of Speech, and Language	A,B,D-I	A-D,H-I	A-L	A-P
10. Disorders of the trachea & bronchi.	A-I	A-D,H-I	A-M	A-P
11. Paediatrics laryngotracheal disorders.	A,B,D-I	A-L	A-L	A-P

**Module4,5: Oral cavity ,Pharynx ,Oesophagus , Head and neck surgery.**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
1. Diseases of the nasopharynx.	A,B,D-I	A-L	A-M	A-P
2. Diseases of the oropharynx.	A,B,D-I	A-D,I-L	A-M	A-P
3. Diseases of the hypopharynx.	A-I	A-D,I-L	A-M	A-P
4. Diseases of the cervical oesophagus.	A-I	D-L	A-M	A-P
5. Diseases of the thyroid & parathyroid glands.	A-I	A-D,I-L	A-M	A-P
6. Diseases of the salivary glands.	A-B,D-I	A-D,I-L	A-M	A-P
7. Diseases of the cervical lymph nodes.	A-B,D-I	A-D,I-L	A-M	A-P
8. Congenital head & neck disorders.	A-I	A-D,I-L	A-M	A-P
9. Traumatic head & neck disorders.	A-I	A-D,I-L	A-M	A-P
10. Inflammatory head & neck disorders	A-B,D-I	A-D,I-L	A-M	A-P
11. Neoplastic head & neck disorders.	A-I	A-D,I-L	A-M	A-P
12. Paediatrics head & neck disorders.	A-I	A-D,I-L	A-M	A-P

## **5. Course Methods of teaching/learning:**

1. Didactic (lectures, seminars, tutorial).
2. Observation and Performance in operations.
3. Written & oral communication.
4. Senior staff experience.
5. clinical round
6. outpatient clinic
7. work shop

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

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

## **7. Course assessment methods:**

### **i. Assessment tools:**

1. Written, clinical, operative and oral examination
2. Assessment of practical skills.
3. Log book

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

**iii. Marks:** 1200(480 written+240 oral +480 clinical operative)

## **8. List of references**

### **VII. Lectures notes**

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

### **VIII. Essential books**

- 1- Scott-Brown's Otorhinolaryngology and Head and Neck Surgery, Eighth Edition, 2018
- 2- Diseases of the ear a textbook of otology.  
Dr.Stuart R. Mawson 1997.

- 3- TEXT BOOK OF Clinical Otolaryngology 1st ed. 2021 Edition,
- 4- CUMMINGS Otolaryngology- head and neck surgery. Apr 22, 2020
- 5- **Paparella and Shumrick 's Otolaryngology 3rd, 1991).**
- 6- **Illustrated human anatomy for medical students (Head&Neck) 2016.**
- 7- **Principles of pathology (General &Special) Dr. Gamal Nada.**

**Q. Recommended books**

**Periodicals:**

- 1. Archives of Otolaryngology- head and neck surgery
- 2. Acta Oto-laryngloica
- 3. Clinical Otolaryngology
- 4. Laryngoscope
- 5. Journal of Laryngology and Otology
- 6. Otolaryngologic clinics of North America
- 7. Egyptian Journal of Otolaryngology
- 8. Journal of Egyptian Society of Otolaryngology and related science.

**Web sites, ... etc**

- 1. WWW. entnet.org
- 2. www,otohns.net
- 3. www,sinus.org
- 4. www.alexorl.com.
- 5. other : none

**9. Signature**

<b>Course Coordinator:</b>	<b>Head of the Department:</b>
<b>Date:</b>	<b>Date:</b>

## **ANNEX 2**

# **Program Academic Reference Standards (ARS)**

### *1- Graduate attributes for medical doctorate in Ear nose and throat surgery*

***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 ENT surgery
- 2-** Have continuous ability to add knowledge to ENT surgery 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 ENT surgery.
- 7-** Acquire an in depth understanding of common areas of ENT surgery, 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 ENT surgery.
- 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 ENT surgery or one of its subspecialties.
- 15-** Use recent technologies to improve his practice in ENT surgery.
- 16-** Share in updating and improving clinical practice in ENT surgery.



## ***2- Competency based Standards for medical doctorate in Ear nose and throat surgery***

### **22.1- 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 ENT surgery and relevant sciences.

**2-1-B-** Basics, methods and ethics of medical research.

**2-1-C-** Ethical and medicolegal principles of medical practice related to ENT surgery.

**2-1-D-** Principles and measurements of quality in ENT Surgery.

**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 ENT surgeryrelated Problems.

**2-2-B-** Problem solving based on available data.

**2-2-C-** Involvement in research studies related to ENT surgery.

**2-2-D-** Writing scientific papers.

**2-2-E-** Risk evaluation in the related clinical practice.

**2-2-F-** Planning for performance improvement in ENT surgery.

**2-2-G-** Creation and innovation in ENT surgery.

**2-2-H-** Evidence – based discussion.

**2-2-I-** Decision making in different situations related to Otolaryngeal -head neck surgery.

### **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 ENT surgery.
- 2-3-B-** Master patient care skills relevant to ENT surgery for patients with all diagnoses and procedures.
- 2-3-C-** Write and evaluate reports for situations related to the ENT surgery.

**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

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

# Annex 6, Program Correlations:

**مصفوفة توافق المعايير القومية القياسية العامة لبرامج الدكتوراه مع  
المعايير الأكاديمية المعتمدة من كلية الطب – جامعة أسيوط لدرجة  
الدكتوراه في جراحة الأنف والأذن**

### 1- Graduate attributes

Faculty ARS	NARS
1- Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in ENT surgery.	1- إتقان أساسيات و منهجيات البحث العلمي
2- Have continuous ability to add knowledge new developments to ENT surgery 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 مستنبطاً و مطوراً للعلاقات البيئية 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 ENT surgery.	6- تحديد المشكلات المهنية و إيجاد حلولاً مبتكرة لحلها
5- Function as a leader of a team to	7- إتقان نطاقاً واسعاً من المهارات المهنية

<p>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 ENT surgery, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.</p>	<p>في مجال التخصص</p>
<p>8 - Share in updating and improving clinical practice in ENT surgery.</p> <p>- 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>9- Use recent technologies to improve his practice in ENT surgery.</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 ENT surgery.</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>

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- الوعي بدوره في تنمية المجتمع والحفاظ على البيئة
13- Show model attitudes and professionalism.	14- التصرف بما يعكس الالتزام بالنزاهة و المصداقية و قواعد المهنة
14- Demonstrate commitment for lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages and in ENT surgery or one of its subspecialties.	15- الالتزام بالتنمية الذاتية المستمرة و نقل علمه و خبراته للآخرين
15- Use recent technologies to improve his practice in ENT surgery.	

## 2- Academic standards

Faculty ARS	NARS
2.1. A- Established, updated and evidence- based theories, basics and developments of ENT surgery and relevant sciences.	2-1-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-ب- أساسيات و منهجيات و أخلاقيات البحث العلمي و أدواته المختلفة
2.1. C- Ethical and medicological principles of medical practice related to ENT surgery.	2-1-ج- المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص
2.1. D- Principles and measurements of quality in ENT surgery.	2-1-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-هـ - المعارف المتعلقة بآثار ممارسته المهنية على البيئة وطرق تنمية البيئة وصيانتها
2.2. A- Application of basic and other relevant science to solve ENT surgeryrelated 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 ENT surgery	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 ENT surgery	2-2-و - التخطيط لتطوير الأداء في مجال التخصص
2-2-G- Creation and innovation in the ENT surgery.	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 ENT surgery.	2-2-ط - اتخاذ القرارات المهنية في سياقات مهنية مختلفة

<p><b>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 ENT surgery.</b></p> <p><b>2.3. B- Master patient care skills relevant to ENT surgery or patients with all diagnoses and procedures.</b></p>	<p><b>2-3-أ - إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص</b></p>
<p><b>2.3. C- Write and evaluate reports for situations related to the field of ENT surgery.</b></p>	<p><b>2-3-ب - كتابة و تقييم التقارير المهنية.</b></p>
<p><b>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</b></p>	<p><b>2-3-ج - تقييم و تطوير الطرق و الأدوات القائمة في مجال التخصص</b></p>
<p><b>2.4.B- Use competently all information sources and technology to improve his practice.</b></p>	<p><b>2-3-د - استخدام الوسائل التكنولوجية بما يخدم الممارسة المهنية</b></p>
<p><b>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</b></p>	<p><b>2-3-هـ - التخطيط لتطوير الممارسة المهنية وتنمية أداء الآخرين</b></p>
<p><b>2.4.G- Participate in improvement of the education system.</b></p>	

## II-Program ARS versus program ILOs

### *Comparison between ARS- ILOS for medical doctorate*

<b>(ARS)</b>	<b>(ILOs)</b>
<p><u>2-1- Knowledge and understanding</u></p> <p>2-1-A- Established, updated and evidence-based Theories, Basics and developments of ENT surgery 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 speciality 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 ENT surgery field.</p>	<p>2-1-C- Mention ethical, medico logical principles and bylaws relevant to his practice in the field of ENT surgery.</p>
<p>2-1-D- Principles and measurements of quality in the ENT surgery.</p>	<p>2-1-D- Mention principles and measurements of quality assurance and quality improvement in medical education and in clinical practice of ENT surgery.</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 ENT surgery.</p>
<p><u>2-2- Intellectual skills:</u></p> <p>2-2-A-Application of basic and other relevant science to solve ENT surgery. related problems.</p>	<p><u>2-2- Intellectual skills:</u></p> <p>2-2-A- Apply the basic and clinically supportive sciences which are appropriate to ENT surgery related conditions / problem / topics.</p>

<b>2-2-B-Problem solving based on available data.</b>	<b>2-2-B- Demonstrate an investigatory and analytic thinking “problem – solving “approaches to clinical situation related to ENT surgery.</b>
<b>2-2-C- Involvement in research studies related to the ENT surgery.</b>	<b>2-2-C- Plain research projects.</b>
<b>2-2-D Writing scientific papers.</b>	<b>2-2-D- Write scientific paper.</b>
<b>2-2-E-Risk evaluation in the related clinical practice.</b>	<b>2-2-E- Participate in clinical risk management as a part of clinical governance.</b>
<b>2-2-F-Planning for performance improvement in the ENT surgeryfield.</b>	<b>2-2-F- Plan for quality improvement in the field of medical education and clinical practice in his speciality.</b>
<b>2-2-G-Creation and innovation in the speciality field.</b>	<b>2-2-G- Create / innovate plans, systems, and other issues for improvement of performance in his practice.</b>
<b>2-2-H-Evidence – based discussion.</b>	<b>2-2-H- Present and defend his / her data in front of a panel of experts.</b>
<b>2-2-I-Decision making in different situations related to ENT surgeryfields.</b>	<b>2-2-I- Formulate management plans and alternative decisions in different situations in the field of ENT surgery</b>

continuous <b>(ARS)</b>	continuous <b>(ILOs)</b>
<p><b><u>2-3- Clinical skills:</u></b></p> <p><b>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.</b></p> <p><b>2-3-B- Master patient care skills relevant to ENT surgery for patients with all diagnoses and procedures.</b></p>	<p><b><u>2/3/1/Practical skills (Patient care :)</u></b></p> <p><b>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.</b></p> <p><b>2-3-1-B- Provide extensive level of patient care for patients with all common diagnoses and for uncomplicated procedures related to ENT surgery</b></p> <p><b>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.</b></p> <p><b>2-3-1-D- Perform diagnostic and therapeutic procedures considered essential in the field of ENT surgery</b></p> <p><b>2-3-1-E- Handles unexpected complications, while demonstrating compassion and sensitivity to patient needs and concerns.</b></p> <p><b>2-3-1-F- Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families in the ENT</b></p>

	<p>surgeryrelated situations.</p> <p><b>2-3-1-G- Gather essential and accurate information about patients of the ENT surgeryrelated conditions.</b></p> <p><b>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 ENT surgeryrelated conditions.</b></p> <p><b>2-3-1-I- Develop and carry out patient management plans for ENT surgeryrelated conditions.</b></p> <p><b>2-3-1-J- Counsel and educate patients and their families about ENT surgeryrelated conditions.</b></p> <p><b>2-3-1-K- Use information technology to support patient care decisions and patient education in all ENT surgeryrelated clinical situations.</b></p> <p><b>2-3-1-L- Perform competently all medical and invasive procedures considered essential for the ENT surgeryrelated conditions / area of practices.</b></p> <p><b>2-3-1-M- Provide health care services aimed at preventing the ENT surgeryrelated health problems.</b></p> <p><b>2-3-1-N- Lead health care professionals, including those from other disciplines, to provide patient-focused care in ENT surgeryrelated conditions.</b></p>
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<p><b>2-3-C- Write and evaluate reports for situations related to the field ENT surgery.</b></p>	<p><b>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).</b></p>
<p><b><u>2-4- General skills</u></b></p> <p><b>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</b></p>	<p><b><u>2/3/2 General skills</u></b></p> <p><b>2-3-2-A- Demonstrate the competency of continuous evaluation of different types of care provision to patients in the different area of ENT surgery</b></p> <p><b>2-3-2-B- Appraise scientific evidence.</b></p> <p><b>2-3-2-C- Continuously improve patient care based on constant self-evaluation and <u>life-long learning</u>.</b></p> <p><b>2-3-2-D. Participate in clinical audit and research projects.</b></p> <p><b>2-3-2-E- Practice skills of evidence-based Medicine (EBM).</b></p> <p><b>2-3-2-G- Design logbooks.</b></p> <p><b>2-3-2-H- Design clinical guidelines and standard protocols of management.</b></p> <p><b>2-3-2-I- Appraise evidence from scientific studies related to the patients' health problems.</b></p>

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



<p>sensitivity to a diverse patient population.</p>	<p><b>2-3-2-S- Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.</b></p> <p><b>2-3-2-T- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.</b></p>
<p><b>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.</b></p> <p><b>2-4-G- Participate in improvement of the education system.</b></p>	<p><b>2-3-2-U- Work effectively in health care delivery settings and systems related to ENT surgery including good administrative and time management.</b></p> <p><b>2-3-2-V- Practice cost-effective health care and resource allocation that does not compromise quality of care.</b></p> <p><b>2-3-2-W- Advocate for quality patient care and assist patients in dealing with system complexities.</b></p> <p><b>2-3-2-X- Design, monitor and evaluate specification of under and post graduate courses and programs.</b></p>
<p><b>2-4-H- Demonstrate skills of leading scientific meetings including time management</b></p>	<p><b>2-3-2-Y- Act as a chair man for scientific meetings including time management</b></p> <p><b>2-3-2-U- Work effectively in health care delivery settings and systems related to ENT surgery including good administrative and time management.</b></p>

### III-Program matrix Knowledge and understanding

Course	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 : Anatomy	✓				
Course 5: Pathology.	✓				
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓

### Intellectual

Course	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 : Anatomy	✓	✓							
Course 5: Pathology.	✓	✓							
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Practical Skills (Patient Care)

Course	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 : Anatomy								
Course 5: Pathology.								
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓	✓	✓	✓

### Practical Skills (Patient Care)

Course	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 : Anatomy							
Course 5: Pathology.							
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓	✓	✓

## General Skills

Course	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 Methodolog y		✓		✓	✓			
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research								
Course 4 : Anatomy			✓	✓				
Course 5: Pathology.			✓	✓				
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓	✓	✓	✓

## General Skills

Course	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 : Anatomy			✓	✓				
Course 5: Pathology.			✓	✓				
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓	✓	✓	✓

## General Skills

Course	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	2/3/2/Q
Course 1 : Medical statistics								
Course 2 : Research Methodology								
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research								
Course 4 : Anatomy	✓		✓					
Course 5: Pathology.	✓		✓					
Course 6 : “ ENT surgery ”	✓	✓	✓	✓	✓	✓	✓	✓

Annex 7,  
Additional information:



**Department information:**

**The department of ENT surgery in Assuit faculty of medicine consists of:**

- Otology & neurotology division.
- Rhinology division.
- Head & neck surgery division.
- Endoscopies (Diagnostic &Therapeutic).
- Audiology unit.
- Phoniatic unit.

**Staff members:**

Prof. Mostafa Osman Ramadan.

Prof. Mohamed Abdel-Allah Mohamed.

Prof. Mohamed Abdel Aziz El Derwy.

Prof. Ali Ragaie Abd ELhakim.

Prof. Ahmed Abdel Hay El houssiny.

Prof. Mahmoud Ragib Alsherief.

Prof. Hussin Fareed Wshahe.

Prof. Mahmed Shaker Abdel all.

Prof. Mohamed Mohamed Kamal.

Prof. Ahmed Abdel Aleem Abdel Whab.

Prof. Ezzat Mohammed Saleh.

Prof. Mahmed Azzam Abdel Razik.

Prof. Ahmed Abo el wafa.

Prof. Usama Rashad El Shreif.

Dr. Hamza El shsaffy Ahmed.

Dr. Mohamed Mahmoud Salem.

Dr. Mohamed Mostafa Osman.

Dr. Mohamed Mahmoud Roshdi.

**Opportunities within the department:**

- Scientific Library
- Seminar room with data show
- Electronic Library of Scientific Seminars, case presentations.
- Data base filing of all the cases, procedures and out patient clinic data.

**Department quality control insurance for completing the program:**

- + Evaluation by the Department head and staff members.
- + Regular assessments.
- + Log book monitoring.
- + Recent equipments and Specialized Units.

**(end of the program specifications)**