MEDICAL DOCTORATE (M.D.) DEGREE PROGRAM AND COURSES SPECIFICATIONS FOR PHONIATRICS DISORDERS

(According to currently applied bylaws)

Otorhinolaryngology - Head & Neck Surgery

Department

Faculty of Medicine

Assiut University

2022/2023

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M. D. degree of Phonaitrics Disorders

A. Basic Information

- **Program Title: M. D. degree of Phoniatrics**
- **Nature of the program: Single.**
- **Responsible Department:** Department of ENT (Phoniatric Unit)- Faculty of Medicine- Assiut University.
- **Program Academic Director (Head of the Department):**
  Prof. Dr.Ahmed Abuol Waffa**.**
  Prof. Dr. Eman sayed Hassan **(**Head of the unit).
- **Coordinator (s):**
  - **Principle coordinator (S):** Prof. Dr. Essam Mohamed Aref
  - **Assistant coordinator(S):**
  - **Prof. Eman sayed**
  - **Dr. Hanan Abdel Rashed**
- **Internal evaluators: Prof. Dr.Mohamed Salama**
- **External evaluator:Prof. Dr Mahmoud Yousef Abou El Ella – Professor of Phoniatrics Ain-Shamis 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: 5 courses**
- First part : 4 courses
- Second part 1 Course.
- **Elective course: 2 courses.**

B. Professional Information

1- Program aims

I/1. **To enable candidates to keep with international standards of 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 language, speech, voice and swallowing disorders and enabling the candidates of making appropriate referrals to a sub-specialist.

1/2. **Provide assistant lecturers with fundamental knowledge of rehabilitation of communicative disorders**.
1/3. **To introduce candidates to the basics of scientific medical research.**
1/4.**To provide the candidates with fundamental knowledge of rehabilitation of communicative disorders**.

- Enabling them to start professional careers as specialists in Egypt.
- Making them recognized as specialists abroad.
- Enabling them to pursue higher studies and subspecialties.
- Enabling them to understand and get the best of published scientific research and do their own.

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

2/1Knowledge and understanding:

A. Demonstrate in-depth knowledge and understanding of theories, basics and updated biomedical, clinical epidemiological and socio – behavioral science relevant to phoniatrics as well as the evidence – based application of this knowledge to patient care.
B. Explain basics, methodology, tools and ethics of scientific medical, clinical research.

C. Mention ethical, medico logical principles and bylaws relevant to his practice in the field of phoniatrics.
D. Mention principles and basics of quality assurance and quality improvement in medical education and in clinical practice of phoniatrics.
E. Mention health care system, public health and health policy, issues relevant to this speciality and principles and meth\]
F.
G. ds of system – based improvement of patient care in common health problems of the field of phoniatrics.

2/2 Intellectual outcomes

A. Apply the basic and clinically supportive sciences which are appropriate to phoniatrics related conditions / problem / topics. including:

- **Language disorders& rehabilitation**
- **Speech disorders& rehabilitation**
- **Voice disorders& rehabilitation.**
- **Swallowing disorders& rehabilitation.**
- **Learning disorders & rehabilitation.**

B. Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical situation related to phoniatrics
C. Plan research projects.
D. Write scientific papers.
E. Participate in clinical risk management as a part of clinical governance.
F. Plan for quality improvement in the field of medical education and clinical practice in phoniatrics.

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

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

I. Formulate management plans and alternative decisions in different situations in the field of phoniatrics disorders.

2/3 Skills

2/3/1 Practical skills (Patient Care)

Students will be able to:

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 phoniatric practice.

B. Provide extensive level of patient care ***for patients with all common diagnoses and for uncomplicated procedures*** related to Phoniatrics

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 Phoniatrics

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 the Phoniatrics related situations**.**

G, Gather essential and accurate information about patients of Phoniatrics related conditions.

H. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgment for Phoniatrics related conditions.

I. Develop and carry out patient management plans for Phoniatrics related conditions.

J. Counsel and educate patients and their families about Phoniatrics related conditions.

K. Use information technology to support patient care decisions and patient education in all Phoniatrics related clinical situations.

L. Perform competently all medical and invasive procedures considered essential for the Phoniatrics related conditions / area of practices.

M. Provide health care services aimed at preventing the Phoniatrics related health problems.

N. Lead health care professionals, including those from other disciplines, to provide patient-focused care in Phoniatrics related conditions**.**

O. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets (Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining 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 care provision to patients in the different area of Phoniatrics.
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

L. 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.

M. Create and sustain a therapeutic and ethically sound relationship with patients.
N. Elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.
O. Work effectively with others as a member or leader of a health care team or other professional group.

Professionalism

P. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.
Q. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
R. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

Systems-Based Practice

S. Work effectively in health care delivery settings and systems related to Phoniatrics.

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

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

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

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

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

Academic standards for Medical Doctorate (MD) degree in Phoniatrics Disorders

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 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).**

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

2. Education standards and training program provided by the Union of the European Phoniatrician (UEP) under the section of the European Union of Medical Specialists (UEMS)

http://www.phoniatrics-uep.org/education.htm

5- Program Structure

5- Program Structure

A. Duration of program: 4-6 years

B. Structure of the program:

Total number of credit points: = 420 CP

Master degree: 180 credit point

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

Thesis and researches: 80 CP (33.3%)

First part

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

Second part

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

Elective courses: 3 credit points

#Didactic (lectures, seminars, tutorial)

According the currently applied bylaws:

Total courses: 160 credit point

Compulsory courses: 157 credit point (98.1%)

Elective courses: 3 credit point (1.9%)

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

C- Program Time Table

Duration of program 4 years divided into

- Part 1

Program-related 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 essential 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 1st or 2nd 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%.

Curriculum Structure: (Courses):

Levels and courses of the program:

Modules/ Units delivering courses and student work load list	Course Code	CP		
		Lectures	training	total
First Part				
Basic science courses **Course1:** Medical statistics. **Course 2:** Research methodology **Course 3:** Medicolegal Aspects and Ethics in Medical Practice and Scientific Research **Course 4:** Phoniatrics1 -Unit 1:Anatomy& - unit 2: Physiology& -unit 3: Phonetic &Linguistic	FAC309A **FAC309B** **FAC310C** **PHO330A**	1 1 1 7 1.5 1.5 2 2	- - - - - - - -	1CP 1CP 1CP 7CP 1.5 1.5 2 2
Second Part	Speciality courses Speciality Clinical Work (log Book)			
Speciality course **Course 5: Phoniatrics** 2 (communicative disorders &rehabilitation advanced) unit (module)1: Language disorders& rehabilitations unit (module)2:Speech disorders& rehabilitations unit (module)3:Voice	**PHO330B #**	24CP 6 6	123CP 40.5 40.5	**147** **46.5** **46.5**

disorders &rehabilitations		6	31	**37**
unit (module)4: Swallowing disorders &rehabilitations.		2	9	**11**
Unit (module)5: Learning disabilities& rehabilitation.		1.5	–	**1.5**
Unit(Module)6: Neurological diseases.		1.5	2	**3.5**
Unit(module)7: Psychiatric disorders		1	-	**1**
Third Part **Thesis and at least one published research**				
Elective courses*	3 CP			
○ Elective course 1 ○ Elective course 2				
Thesis	40 CP			
Published researches**	40 CP			

#Didactic (lectures, seminars, tutorial)

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

Student work load calculation:

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

Elective Courses#:

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

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

3. Thesis / Researches:

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

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

Curriculum Structure: (Courses):

Levels and courses of the program:

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 :**

- Master degree in the speciality with at least grade good

-The candidate knows (basic and advanced) the structures, functions, and dysfunctions of the communication organs and masters the treatment and rehabilitation methods as well as most important methods of alternative and augmentative communication (AAC).

- The candidate master instrumental examination methods of the discipline.

- The candidate is able to work in multidisciplinary team.

- The candidate is able to teach health care and non-health care professionals on phoniatric issues.
- The candidate has learnt methods for finding and adopting new phoniatric information

II.Specific Requirements

- Candidates graduated from Egyptian Universities should have at least grade good in their final year examination
- Candidates should have at least grade good in their final of Master degree.
- Candidate should be fluent in English (Study Language)

VACATIONS AND STUDY LEAVE

The current departmental policy is to give working assistant lecture one month leave prior to first/ second part exams.

FEES:

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

8-Progression and completion requirements

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

The students are offered the degree when:

1. Passing the exams of all 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)

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

Weighting of assessments:

Courses		Degrees			
First Part	Course code	Written Exam	Oral and/or Practical l Exam		Total
Basic science courses:				-	
Course 1:Medical statistics	FAC309A	35	15	-	50
Course2: Research methodology	FAC309B	35	15	-	50
Course3:Medicolegal Aspects and Ethics in Medical Practice and Scientific Research	FAC310C	35	15	-	50
Course4: Phoniatrics 1	PHO330A	140	210	-	350
Total		245	255	-	500
Second Part					
	Course code	written	oral	clinical	total
Speciality Courses					
Course 5 Phoniatrics2 **(Advanced Communicative disorders &rehabilitation)** - Unit (1-5): **3 papers.** **- Unit 6,7 ;** paper 4	**PHO330B#**	3X120=360 + 120(80+40)	320 + 40	320 + 40	1000 + 200
Total		480	360	360	1200

* 25% of the oral exam for assessment of logbook

Total degree 1900

500 marks for first part

1200 for second part

200 for elective courses.

Examination system:

First part:

- Written exam 2 hours in Medical Statistics and Research Methodology + oral examination
- Written exam 1 hour in Medico legal Aspects and Ethics in Medical Practice and Scientific Research + oral examination.
- Written exam 3 hours in phoniatrics1+ Oral exam.

Second part:

- 4 Papers, each one 120 marks and 3 hours in time for phoniatrics2+ 360 marks for oral sittings+360 marks for practical/clinical settings.

Elective courses

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

10-Program evaluation

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

#Annex 5 contains evaluation templates and reports(Departmental folder).

11-Declaration

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

Contributor	Name	Signature	Date
Program Principle Coordinator:	**Prof.Dr Essam Mohamed Aref**		
Head of the Responsible Department (Program Academic Director):	**Prof. Dr Ahmed Abuol-wafa**		

Annex 1, Specifications for Courses / Modules

Annex 1: specifications for courses/ modules

First Part

Course 1: Medical statistics

Course 2: Research Methodology

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

Course 4: Phoniatrics 1 (Anatomy &Physiology& Phonetic &Linguistics).

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

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

A knowledge and understanding

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

B. intellectual

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

C. Practical skills

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

D general skills

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

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

Time Schedule: First Part

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

5. Course Methods of teaching/learning

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

6. Course assessment methods:

i. Assessment tools:

1. 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). EvidenceEvidence 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

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

Course 2: Research Methodology

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

1. Course data

- **Course Title: Research methodology**
- **Course code: FAC309B**
- **Specialty: Offered to all clinical and academic specialties**
- **Number of credit points: 1 credit point**
- **Department (s) delivering the course: Department of public health**
- **Coordinator (s):**
  - **Course coordinator:** Prof. Mahmoud Attia

  Assistant coordinator (s): Prof. 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

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
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 A	Intellectual B	Practical skills C	General Skills 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. CreswellSAGE 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.
- Research Methodology: A Practical and Scientific Approach Vinayak Bairagi, Mousami V. Munot · 2019, Research Methodology: A Practical and Scientific Approach - Google Books
- Based Medicine How to practice and teach EBM. David Sachett, Sharon E. Straus, W. Scott Richardson , William Rosenberg R.Brain Haynes
- Dissertation workshop open courseware JHSPH

8. Signatures

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

Course 3: Medicolegal Aspects & 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 (1st 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 A	Intellectual B	Practical skills C	General Skills 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, 11th ed. McGraw Hill / Medical.
- Medical Ethics Manual. World medical association. Third edition 2015.
- Medical ethics and law. Dominic Wilkinson, 3rdedition 2019.

iii. Recommended books

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

iv. Journal and web site

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

v. others

8. Signatures

- Course Coordinator: **Prof.** Ghada Omeran	**- Head of the Department:** **Prof.** Randa Hussein Abdelhady
Date: 6-2022	**Date:** 6-2022

Course 4 Phoniatrics 1

Name of department: ***Otolaryngeal – Head and Neck Surgery (Phoniatrics Unit)***
Faculty of medicine.
Assiut University.
2022/2023
- It is divided into 3 units;
Unit 1: Anatomy.1.5CP
Unit 2: Physiology.1.5CP
Unit 3: Phonetics &Linguistics 4CP.

I. Course data

- **Course Title: Phoniatrics1.**
- **Course code: PHO330A**
- **Speciality:** Phoniatrics disorders
- **Number of CP: Total 7CP; Didactics 7CP(100%), Practical 0 CP(0%).**

It is divided into 3 units;
Unit 1: Anatomy.1.5CP
Unit 2: Physiology.1.5CP
Unit 3: Phonetics &Linguistics 4CP.

- **Department (s) delivering the course:** Phoniatrics Unit **- ENT DEPARTMENT**
- **Co ordinator (s):**
  - **Course coordinator:** Prof. Dr Essam Mohamed Aref
  - **Assistant coordinator (s):**
  - **Prof. Eman Sayed**
  - Dr. Hanan Abdel Rashed
- **Date last reviewed: 7-2022.**
- **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.Acquire the facts of basic sciences(Anatomy, Physiology, phonetics and linguistics) which are appropriate to Phoniatrics disorders in clinical reasoning, diagnosis and management of Communicative disorders and rehabilitation.

3. Course intended learning outcomes (ILOs):

A -Knowledge and understanding

ILOs	Methods of teaching/ learning	*Methods of Evaluation*
A. Explain the facts and principles of the relevant basic and clinically supportive sciences related to Phoniatrics disorders including: Anatomy(unit 1): - Embryology of the larynx. - Function of the larynx. -Anatomy of the larynx. - Histoanatomy of the vocal folds. -Development of vocal fold structures. -Difference between larynx of the newborn and adult. -Muscles, blood and nerve supply of the larynx. -Laryngeal mutation. -Anatomy of the Pharynx. -Anatomy of Lips and palate. -Neuroanatomy. **Physiology(unit 2):** • - **Physiology of the Larynx:-** Sphincteric function of the larynx Phonatory function • Anatomical points of importance in vibratory patterns of the vocal folds • Mechanism of vocal fold vibration	Lectures-didactics	Written and oral examination Log book

• Aerodynamic analysis of voice. • Myoelastic aerodynamic mechanism of phonation • Mechanics of laryngeal function • Physiology of post. Glottis • Correlates of voice production • Physiology of palatal function • Physiology of swallowing • Dysphagia • **Neurophysiology:-** • Strata of communication • Hierarchy of motor organization of speech • Central organization of language in the brain • Brain plasticity **<u>Phonetics(unit 3.1)</u>** • Articulatory phonetics: * Articulators * Vowels * Consonants (Plossives, Fricatives, affricates, glides, semivowels and nasals) * Distinctive features * Phonological processes * Supra segmental features • Acoustic phonetics: * Vowels * Formants (F1, F 2, lip rounding rules) * Consonants (Plossives, Fricatives, affricates, glides, semivowels and nasals) **<u>Linguistics:</u>(unit 3.2)** * Distinctive features * Phonological processes * Supra segmental features Definitions Language structure Language and cognition Language and thought Theories of language acquisition Phonology Semantics Syntax • Pragmatics		

• Language development *Phonological development * Semantic development * Syntactic development *Pragmatic development		
B. Explain the facts and principles of the relevant basic communicative sciences related to Phoniatrics as mentioned in A.A.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic communicative sciences which are appropriate to the Phoniatrics related conditions / problem / topics.	Didactic (lectures, seminars, tutorial)	-Written and oral examination -Log book

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A -Use information of the basic communicative sciences to support decisions related to Phoniatric disorders	Clinical round - discussion	-Logbook Oral-written exam-

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Use information technology to manage information, access on-line medical information; and support their own education	Clinical round - discussion	-Logbook
B. Lead the learning of students and other health care professionals.	Clinical round - discussion	-Logbook

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. 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
D – Perform Discussion section.	observation -Senior staff experience	Logbook

Systems-Based Practice

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

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

Time Schedule: First part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
Anatomy				
- Embryology of the larynx - Function of the larynx -Anatomy of the larynx - Histoanatomy of the vocal folds -Development of vocal fold structures -Difference between larynx of the newborn and adult -Muscles, blood and nerve supply of the larynx -Laryngeal mutation -Aerodynamic analysis of voice -Anatomy of the Pharynx -Anatomy of Lips and palate -Neuroanatomy	**A,B**	**A**	**A**	**A-E**
Physiology				
• **Physiology of the Larynx:-** Sphincteric function of the larynx Phonatory function • Anatomical points of importance in vibratory patterns of the vocal folds • Mechanism of vocal fold vibration • Myoelastic aerodynamic mechanism of phonation • Mechanics of laryngeal function • Physiology of post. Glottis • Correlates of voice production • Physiology of palatal function • Physiology of swallowing • Dysphagia • **Neurophysiology:-** • Strata of communication • Hierarchy of motor organization of speech • Central organization of language in the brain	**A,B**	**A**	**A**	**A-E**

• Brain plasticity **Phonetics**				
1- Articulatory phonetics: * Articulators * Vowels * Consonants (Plossives, Fricatives, affricates, glides, semivowels and nasals) * Distinctive features * Phonological processes * Supra segmental features 2- Acoustic phonetics: * Vowels * Formants (F1, F 2, lip rounding rules) * Consonants (Plossives, Fricatives, affricates, glides, semivowels and nasals)	**A,B**	**A**	**A**	**A-E**
Linguistics				
1- Definitions 2- Language structure 3-Language and cognition 4- Language and thought 5- Theories of language acquisition 6- Phonology 7- Semantics 8- Syntax 9- Pragmatics 10- Language development *Phonological development * Semantic development * Syntactic development *Pragmatic development	**A,B**	**A**	**A**	**A-E**

5. Course Methods of teaching/learning:

- -Didactic (lectures, seminars, tutorial)
- -Direct observation
- -journal club,
- Critically appraised topic,
- -Educational prescription
- Present a case (true or simulated) in a grand round
- Clinical rounds
- Senior staff experience
- Case log

- Written & oral communications
- Observation & supervision

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

Extra Didactic (lectures, seminars, tutorial)

- -Didactic (lectures, seminars, tutorial)
- -Direct observation
- -journal club,
- Critically appraised topic,
- -Educational prescription
- Present a case (true or simulated) in a grand round
- Clinical rounds
- Senior staff experience
- Case log
- Written & oral communications
- Observation & supervision

According to their needs

7. Course assessment methods:

i. Assessment tools:

1-oral examination

2-Written examination

ii. Time schedule: at first part

iii. Marks: 350 marks (140 for written exam+ 210 for oral exam).

8. List of references

i. Lectures notes

ii. Essential books

- **Principles of Experimental Phonetics** Norman J. Lass 1996
- **Phonology "Assessment and Intervention applications in speech pathology"** Robert J. Lowe 1994

- **Aphasia and other acqurid neurogenic language disorders :Aguid for clinical excellence Brooke Hallowell secend edition2022**
- **Cleft palate and craniofacial condition: Acomprehensive guide to clinical management (Ann W.Kummer fourth edition2020)**
- **Cleft palate speech** Mc Williams Morris Shelton 1984
- **Rehabilitative Audiology children and Adult** Jerome G. Alpiner and Patricin A. McCarthy 1987
- Stuttering and cluttering:frameworks for understanding and treatment.David Ward 2006
- **Neural bases of speech, hearing, and language** David P. Kuehn, Margarete L. Lemne, and John M. Baumgartner 1989

iii. Recommended books

- Contemporary linguistic analysis an introduction (O`Grady &Dobrovolsky,1987).

iv. Periodicals, Web sites, … etc

- Journal of Voice
- Language and communication
- Americal Journal of Otolaryngology
- Journal of communication Disorders
- Journal of Fluency Disorders
- Journal of Memory and Language
- Research in Autism spectrum Disorders
- Hearing Research
- International Journal of Pediatric Otolaryngology

- Journal of second Language writing
- Journal of visual language and computing
- Learning and Individual Difference
- Learning and Instruction
- Learning and Motivation
- Reasearch in Developmental Disabilities
- Sleep Medicine

iv. Periodicals, Web sites, … etc

- **Folia Phoniatrica.**
- **Laryngoscope.**
- **Annals 0f Otorhinolaryngology.**
- **Journal of Neurolinguistics.**
- **Journal of phonetics.**
- **Linguistics and Education.**
- **Language sciences.**
- **Brain and Language.**
- **Brain and Development.**
- **Brain and Cognition.**

9. Signatures

Course Coordinator	
Unit 1 Coordinator: ……	**Head of the Department:** ……
Date: ……	**Date:** ……
Unit 2 Coordinator: ……	**Head of the Department:** ……
Date: ……	**Date:** ……
Unit 3 Coordinator: ……	**Head of the Department:** ……
Date: ……	**Date:** ……

Course 5 Phoniatrics 2

Name of department: ***Otolaryngeal – Head and Neck Surgery (Phoniatrics Unit).***
Faculty of medicine.
Assiut University.
2022/2023

- It is divided into 7 modules (units);

- Module 1- language disorders&Rehablitation.
- Module 2- Speech disorders&Rehablitation.
- Module 3-Voice disorders& Rehablitation.
- Module 4-Swallowing disorders& Rehabilitation.
- Module 5: Learning disorders &rehabilitation.
- Module 6 Neurological Diseases.
- Module 7: Psychiatric disorders.

I. Course data

- **Course Title: Phoniatrics2.**
- **Course code: PHO330B#**
- **Speciality:** Phoniatrics disorders
- **Number of CP: Total 147CP(100%); Didactics 24CP(16.4%), Practical 123 CP(83.6%).**

It is divided into 7 modules (units);

- Module 1- language disorders&Rehablitation.
- Module 2- Speech disorders&Rehablitation.
- Module 3-Voice disorders& Rehablitation.
- Module 4-Swallowing disorders& Rehabilitation.
- Module 5: Learning disorders &rehabilitation.
- Module 6 Neurological Diseases.
- Module 7: Psychiatric disorders.

- **Department (s) delivering the course:** Phoniatrics Unit **- ENT DEPARTMENT**
- **Co ordinator (s):**
  - **Course coordinator:** Prof. Dr Essam Mohamed Aref

- **Assistant coordinator (s):prof. Dr. Eman Sayed Hassan**
- Dr. Hanan Abdel Rashed

- Date last reviewed 7-2022.
- Requirements (prerequisites) if any :NONE.
- Requirements from the students to achieve course ILOs are clarified in the joining log book.
- Weighting of each unit in specialized course is illustrated in the table below;

Modules (units) Titles' list	% from total Marks	Level (Year)	Core Credit points		
			Didactic	training	Total
***Course 5: (Phoniatrics2); advanced Communicative disorders and rehabilitation*).**	100%	1,2,3,4	24	123	147
- Module 1- language disorders& Rehabilitation	31.6%	1,2,3,4	6	40.5	46.5
- Module 2- Speech disorders& Rehabilitation	31.6%	1,2,3,4	6	40.5	46.5
- Module 3-Voice disorders & Rehabilitation.	25.2%	1,2,3	6	31	37
- Module 4-Swallowing disorders &Rehabilitation.	7.6%	1,2,3	2	9	11
-Module 5: learning disorders and rehabilitation.	1%	3 or 4	1.5	-	1.5
- Module 6: Neurological diseases.	1%	3 or 4	1.5	2	3.5
-Module 7: Psychiatric Disorders.	1%	3 or 4	1	-	1
Total No. of units =7	100%	4 years	24	123	147

2. Course Aims

2/1.Acquire the facts of basic sciences which are appropriate to Phoniatric disorders in clinical reasoning, diagnosis and management of Communicative disorders including :
Language disorders& rehabilitation

- Speech disorders& rehabilitation
- Voice disorders& rehabilitation
- Swallowing disorders& rehabilitation
- Learning disorders & rehabilitation.

2/2. To make the candidate able to be familial with the diagnosis and management of common medical problems that may be encountered with phoniatric disorders and rehabilitation.

2/3.Acquire the principles of medical knowledge & skills of neurology & psychiatry correlating with management of communicative disorders.

3. Course intended learning outcomes (ILOs):

Unit (1-5) Language disorders assessment & rehabilitation, Speech disorders& rehabilitation. Voice disorders& rehabilitation, Swallowing disorders& rehabilitation and Learning disorders & rehabilitation.

A-Knowledge and understanding

ILOs	Methods of teaching/ Learning	*Methods of Evaluation*
A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: • **Language disorders& rehabilitation** • **Speech disorders& rehabilitation** • **Voice disorders& rehabilitation** • **Swallowing disorders& rehabilitation** • **Learning disorders & rehabilitation**	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book
B. Illustrate the principles of (diagnostic, therapeutic, preventive tools) -Arabic language test - Illinois' test of psycholinguistic abilities -Psychometric test - Articulation test - Dysphasia test - Nasometry -Acoustic analysis -Aerodynamic studies *-Indirect microlaryngoscopy*	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book

- *Rigid endoscopy* -*Flexible nasofibroscopy* - *Acoustic analysis and MDVP* - *Aerodynamic studies* - Electroglottography -Preliminary visualizationof oro-pharyngo-laryngeal tract - Neck examination - Neurological examination -Bed side trials of feeding to test swallowing function - *Videoendoscopy (FEES) (FEESST*) - *Videokymography* - Videofluroscopy - Ultrasound studies of oral cavity - Scintigraphy - Imaging (High speed MRI, CT and MRI) - Formal testing of language, speech and cognitive abilities - Manometry - Manofluroscopy - EMG - Voice range profile - Pulse oximetry - Other recent diagnostic measures -Counseling -Medical treatment -language therapy -speech therapy -voice therapy -total laryngectomy rehabilitation -Behavior readjustment therapy -Intra oral prosthesis -Surgical techniques -Internal feeding methods		

- Extirpation microlaryngophonosurgery *-Office based vocal fold injection*		
C. illustrate briefly state of art of the following rare diseases and conditions 1- Bilingualism 2- Preventable and treatable mental retardation 3- Language disorders in twins 4- Neurological disorders of the larynx 5- Endocrinopathis 6- Status post laryngectomy 7- Irritable Larynx Syndrome 8- Paradoxical vocal fold movement and paroxysmal laryngospasm 9- Microvascular lesion of the vocal folds 10- Drooling in the developmentally disabled 11- Vocal fold scarring 12- Laryngeal sarcoidosis 13- Laryngeal chondroma	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book
D. Explain the facts and principles of the relevant basic and clinically supportive sciences related to phoniatrics	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book
E. Explain the facts and principles of the relevant basic and clinically supportive sciences related to phonatrics		
F. Describe the basic ethical and medicolegal principles revenant to the phoniatrics.		
G. Describe the basics of quality assurance to ensure good clinical care in phoniatrics.		
H. Explain the ethical and scientific principles of medical research		
I. Explain the impact of common health problems in the field of phoniatrics on the society.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design / present case in common problem related to phoniatrics.	-Clinical rounds Senior staff experience	-Logbook and Portfolios -Procedure and case presentation
B. Apply the basic and clinically supportive sciences which are appropriate to the phoniatrics related conditions / problem / topics.		
C. Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical situation related to phoniatrics.		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs.		
G. Plain quality improvement activities in the field of medical education and clinical practice in phoniatrics.	Clinical rounds Senior staff experience	Logbook and Portfolios
H. Create / innovate plans, systems, and other issues for improvement of performance in phoniatrics.		-Procedure and case presentation
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 Pulmonary Medicine & Tuberculosis.		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to phoniatrics.	-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching)	-OSCE -log book & portfolio -Clinical examination
B. Order the following non invasive/invasive diagnostic procedures -Arabic language test - Illinois' test of psycholinguistic abilities -Psychometric test - Articulation test - Dysphasia test - Nasometry -Acoustic analysis -Aerodynamic studies *-Indirect microlaryngoscopy* *- Rigid endoscopy* *-Flexible nasofibroscopy* *- Acoustic analysis and MDVP* *- Aerodynamic studies* - Electroglottography -Preliminary visualizationof oro-pharyngo-laryngeal tract - Neck examination	-Clinical round with senior staff Observation -Post graduate teaching	-Procedure presentation - Log book - Chick list

- Neurological examination -Bed side trials of feeding to test swallowing function - *Videoendoscopy (FEES) (FEESST*) - Videofluroscopy - Videokymography - Ultrasound studies of oral cavity - Scintigraphy - Imaging (High speed MRI, CT and MRI) - Formal testing of language, speech and cognitive abilities - Manometry - Manofluroscopy - EMG - Pulse oximetry - Other recent diagnostic measure		
C. Interpret the following non invasive/invasive diagnostic procedures -Arabic language test - Illinois' test of psycholinguistic abilities -Psychometric test - Articulation test - Dysphasia test - Nasometry -Acoustic analysis -Aerodynamic studies *-Indirect microlaryngoscopy* *- Rigid endoscopy* *-Flexible nasofibroscopy* *- Acoustic analysis and MDVP* *- Aerodynamic studies* - Electroglottography -Preliminary visualizationof oro-pharyngo-laryngeal tract - Neck examination	Clinical round with senior staff	Procedure presentation - Log book - Chick list

- Neurological examination -Bed side trials of feeding to test swallowing function - *Videoendoscopy (FEES) (FEESST*) - Videofluroscopy - Videokymography - Ultrasound studies of oral cavity - Scintigraphy - Imaging (High speed MRI, CT and MRI) - Formal testing of language, speech and cognitive abilities - Manometry - Manofluroscopy - EMG - Pulse oximetry -feedback control of speech -Voice range profile VRP -Tissue culture in the larynx - Other recent diagnostic measures		
D. Perform the following non invasive/invasive diagnostic procedures -Arabic language test - Illinois' test of psycholinguistic abilities -Psychometric test - Articulation test - Dysphasia test - Nasometry -Acoustic analysis -Aerodynamic studies *-Indirect microlaryngoscopy* *- Rigid endoscopy* *-Flexible nasofibroscopy* *- Acoustic analysis and MDVP* *- Aerodynamic studies* - Electroglottography	Clinical round with senior staff -Perform under supervision of senior staff	Procedure presentation - Log book - Chick list

-Preliminary visualizationof oro-pharyngo-laryngeal tract - Neck examination - Neurological examination - Formal testing of language, speech and cognitive abilities - EMG		
E. Prescribe the following non invasive/invasive therapeutic procedures 1- 1-Counseling 2- Medical treatment 3- language therapy 4- speech therapy 5- voice therapy 6- total laryngectomy rehabilitation 7- Behavior readjustment therapy 8- Intra oral prosthesis 9- Surgical techniques 10- EMG 11- Internal feeding methods 12- Extirpation microlaryngophonosurgery 13- Office based laryngeal injection	Clinical round with senior staff -Perform under supervision of senior staff	Procedure presentation - Log book - Chick list
F. Perform the following non invasive/invasive therapeutic procedures 1-Counseling 2-Medical treatment 3-language therapy 4-speech therapy	Clinical round with senior staff	- Log book - Chick list

5-voice therapy 6-total laryngectomy rehabilitation 7-Behavior readjustment therapy 8-Intra oral prosthesis 9-Surgical techniques 10- EMG 11-Internal feeding methods *12*- Extirpation microlaryngophonosurgery		
G. Develop and carry out patient management plans for the following problems • **Language disorders& rehabilitation** • **Speech disorders& rehabilitation** • **Voice disorders& rehabilitation** • **Swallowing disorders& rehabilitation** • **Learning disorders & rehabilitation**	Clinical round with senior staff	Log book-Chick list
H. Counsel and educate patients and their family about • **Language disorders& rehabilitation** • **Speech disorders& rehabilitation** • **Voice disorders& rehabilitation** • **Swallowing disorders& rehabilitation** • **Learning disorders & rehabilitation**		Log book-Chick list
I. Use information technology to support patient care decisions and patient education for Phoniatrics related conditions.		Log book-Chick list

.J. Provide health care services aimed at preventing the following conditions • **Language disorders& rehabilitation** • **Speech disorders& rehabilitation** • **Voice disorders& rehabilitation** • **Swallowing disorders& rehabilitation** • **Learning disorders & rehabilitation**		Log book-Chick list
K. Work with health care professionals, including those from other disciplines, to provide patient-focused care .		Log book-Chick list
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

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)	-Case log -Observation and supervision -Written & oral communication	Procedure/case presentation -Log book and Portfolios
B. Locate, appraises, and assimilates evidence from scientific studies related to patients' health problems.		
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	Clinical round Seminars Lectures Case presentation	Global rating Procedure/case presentation Log book Portfolios Chick list
G.Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H.Fill the following reports:	Senior staff	Chick list

-Arabic language test -Dysphasia test - Nasometry -Acoustic analysis -Aerodynamic studies -EGG -Video nasofiberoscopy -EMG*5* *-Rigid endoscopy* - Articulation test	experience	
I.Work effectively with others as a member or leader of a health care team e.g. in labor ward	Senior staff experience	Chick list

Professionalism

ILOs	**Methods of teaching/ Learning**	**Methods of Evaluation**
J.Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	Observation Senior staff experience Case taking	1. Objective structured clinical examination 2. Patient survey
K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		1. 360o global rating
L.Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in different health care delivery settings and systems.	observation Senior staff experience	1. 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		1. Check list evaluation of live or recorded performance
O.Advocate for quality patient care and assist patients in dealing with system complexities		1. 360o global rating
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		2. Patient survey

Unit (6) Neurological Diseases

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	*Methods of Evaluation*
A .Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: 1- Cerebro vascular stroke 2- Muscle diseases 3- Motor neuron diseases 4- Extrapyramidal syndromes 5- Epilepsy 6- Demylenating diseases 7- Syringomyelia 8- Peripheral neuritis 9- Cerebellum and ataxias 10- brain tumours 11- Meningitis 12- Enchiphalitis 13- Neurosyphilis	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book
B.Mention the principles of the following tools 1- neurological examination 2- C T & MRI brain 3- EEG 4- EMG	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book
C.Mention briefly state of art of the following rare diseases and conditions -Herdiatory neuropathy or cerbellar disorders		
D. Explain the facts and principles of the relevant basic and clinically supportive sciences related to neurology and phoniatrics.		
E.Explain the facts and principles of the relevant basic and clinically supportive sciences related to neurology 1. Anatomy of the brain & cranial nerves	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book

F.Describe the basic ethical and medicolegal principles revenant to the neurology.	-Didactic (lectures, seminars, tutorial) -Case presentation	- Written and oral examination - Log book
G.Describe the basics of quality assurance to ensure good clinical care in neurology		
H.Explain the ethical and scientific principles of medical research		
I.Explain the impact of common health problems in the field of neurology on the society.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design / present case in common problem related to neurology	-Clinical rounds Senior staff experience	-Logbook and Portfolios -Procedure and case presentation
B.Apply the basic and clinically supportive sciences which are appropriate to the neurology related conditions / problem / topics.	-Clinical rounds Senior staff experience	-Logbook and Portfolios -Procedure and case presentation
C.Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical situation related to neurology		
D.Plan research projects.		
E.Write scientific papers.		
F.Lead risk management activities as a part of clinical governs.		
G.Plain quality improvement activities in the field of medical education and clinical practice in neurology and phoniatrics..		
H.Create / innovate plans, systems, and other issues for improvement of performance in neurology.		
I.Present and defend his / her data in front of a panel of experts		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A.Take history, examine and clinically diagnose different conditions related to neurology and phoniatrics.	-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching	-OSCE -log book & portfolio -Clinical exam in internal medicine
B. Order the following non invasive/invasive diagnostic procedures 1- neurological examination 2-C T & MRI brain 3-EEG 4-EMG	Clinical round with senior staff Observation Postgraduate teaching	-Procedure presentation - Log book - Chick list
C. .Interpret the following non invasive diagnostic procedures 1-C T & MRI brain 2-EEG 3-EMG	Clinical round with senior staff	-Procedure presentation - Log book - Chick list
D. Perform the following non invasive diagnostic procedures neurological examination		
E. Prescribe the following non invasive/invasive therapeutic procedures. 1- neurological examination 2-C T & MRI brain 3-EEG 4-EMG		

F. Perform the following non invasive/invasive therapeutic procedures a. rehabilitation of dysarthria b. rehabilitation of dysphasia	Clinical round with senior staff -Perform under supervision of senior staff	Procedure presentation - Log book - Chick list
G. Develop patient management plans for the following problems 1-Cerebro vascular stroke 2- Muscle diseases 3- Motor neuron diseases 4- Extrapyramidal syndromes 5- Epilepsy 6- Demylenating diseases 7- Syringomyelia 8- Peripheral neuritis 9- Cerebellum and ataxias 10- brain tumours 11- Meningitis 12- Enchiphalitis 13- Neurosyphilis	Clinical round with senior staff -Perform under supervision of senior staff	Procedure presentation - Log book - Chick list
H. Develop and carry out patient management plans for the following problems 1- Cerebro vascular stroke 2- Muscle diseases 3- Motor neuron diseases 4- Extrapyramidal syndromes 5- Epilepsy 6- Demylenating diseases 7- Syringomyelia 8- Peripheral neuritis 9- Cerebellum and ataxias 10- brain tumours 11- Meningitis 12- Enchiphalitis 13- Neurosyphilis	Clinical round with senior staff	

I. Counsel and educate patients and their family about 1-dysphasia 2-dysartheria 3-BDMH		
J .Use information technology to support patient care decisions and patient education for the neurological related phoniatrics.conditions.		
K. Provide health care services aimed at preventing the following conditions 1- Cerebro vascular stroke 2- Muscle diseases 3- Motor neuron diseases 4- Extrapyramidal syndromes 5- Epilepsy 6- Demylenating diseases 7- Syringomyelia 8- Peripheral neuritis 9- Cerebellum and ataxias 10- brain tumours 11- Meningitis 12- Enchiphalitis 13- Neurosyphilis		
L. Work with health care professionals, including those from other disciplines, to provide patient-focused care .		

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)	-Case log -Observation and supervision -Written & oral communication	Procedure/case presentation -Log book and Portfolios
B.Locate, appraises, and assimilates evidence		

from scientific studies related to patients' health problems.		
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.	Clinical rounds Senior staff experience	

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F.Create and sustain a therapeutic and ethically sound relationship with patients	Clinical round Seminars Lectures Case presentation	Global rating Procedure/case presentation Log book Portfolios Chick list
G. Perform the following oral communications: counseling of patient and families : 1-dysphasia 2-dysartheria 3-BDMH 4-Mental retardation		
H. Fill the following reports: Dysphasia test	Senior staff experience	Chick list
I. Work effectively with others as a member or leader of a health care team		

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	Observation Senior staff experience Case taking	1. Objective structured clinical examination 2. Patient survey
K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.		1. 360o global rating
L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Work effectively in different health care delivery settings and systems.	Observation Senior staff experience	1. 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		1. Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		1. 360o global rating
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		2. Patient survey

Unit 7: Psychiatry Disorders

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	*Methods of Evaluation*
A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: - Symptomatology of psychiatric disorders **Anxiety disorders** • -Generalized Anxiety disorders • -Phobic disorders • - Panic disorders. • - Obsessive compulsive disorders. • -Post -traumatic stress disorders. • - Social anxiety disorders **Dissociative disorders**. **Somatoform disorders** • -somatization disorders. • -Conversion disorders. • Hypochondriasis. • Body dysmorphic disorders. • -somatoform pain disorders. • -Mood disorders. • -Schizophrenia. ***Child Psychiatry*** • Autistic disorders. • Conduct disorders. • Attention deficit hyperactivity disorders. • Mental subnormality. -Psychiatric speech disorders in children and adolescent -Psychometry -Consultation liaison psychiatry.	Lectures	Log book
B. Mention the principles of (diagnostic/therapeutic/preventive tools) 1-History taking 2-counseling		
C. Mention briefly state of art of the following rare		

diseases and conditions related to communicative disorders.		
D. Explain the facts and principles of the relevant basic and clinically supportive sciences related to psychiatry and phoniatrics disorders		
E. Explain the facts and principles of the relevant basic and clinically supportive sciences related to psychiatry and phoniatrics disorders.		
F. Describe the basic ethical and medicolegal principles revenant to the psychiatry and phoniatrics disorders.		
G. Describe the basics of quality assurance to ensure good clinical care in psychiatry and phoniatrics disorders.		
H. Explain the ethical and scientific principles of medical research		
I. Explain the impact of common health problems in the field of psychiatry and phoniatrics disorders on the society.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design / present case in common problem related to ----	Lectures	Written exam Log book
B. Apply the basic and clinically supportive sciences which are appropriate to the psychiatry related conditions / problem / topics in A.A		
C. Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical situation related to psychiatry.		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs.	Lectures	Written exam Log book
G. Plain quality improvement activities in the field of medical		

education and clinical practice in his speciality.		
H. Create / innovate plans, systems, and other issues for improvement of performance in his practice.		
I. Present and defend his / her data in front of a panel of experts		

C-Practical skills (Patient Care)
Credit points=0 CP

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Use information technology to manage information, access on-line medical information; and support their own education	Clinical round - discussion	-Logbook
B-Lead the learning of students and other health care professionals.	Clinical round - discussion	-Logbook

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
C- 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
D – Perform Discussion section.	observation -Senior staff experience	Logbook

Systems-Based Practice

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

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

Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
Unit 1-Language disorders & rehabilitation	**A-I**	**A-J**	**A-L**	**A-P**
1- Delayed language development A-Hearing impairment b- Attention deficit hyperactivity disorders c- Mental retardation D-Autism e- Idiopathic f- Environmental deprivation **2- Dysphasia** A-perceptive type B-Expressive type c- Mixed type	**A-I**	**A-J**	**A-L**	**A-P**
Unit 2-speech disorders & rehabilitation	**A-I**	**A-J**	**A-L**	**A-P**
1-Stuttering - Stuttering in twins - Recent trends in treatment of stuttering 2-Nasality a-Open nasality b-Closed nasality c- Mixed nasality 3- Dysarthria a. Spastic dysarthria b. Flaccid dysarthria c. Extrapyramidal dysarthria i. Hypokinetic ii.	**A-I**	**A-J**	**A-L**	**A-P**

Hyperkinetic d. Cerebellar dysarthria 4- Dyslalia				
Unit 3-voice disorders & rehabilitation	**A-I**	**A-J**	**A-L**	**A-P**
1- Organic voice disorder A- Congenital malformation B- Inflammatory causes C- Traumatic conditions D- Laryngeal allergy E- Laryngeal tumours: F- Neurological disorders of the larynx G- Endocrinopathis H- Status post laryngectomy **2- Non- organic (functional) voice disorders** A- Habitual voice disorders: 1- Hyperfunctionl childhood dysphonia 2- Hyperfunctionl dysphonia 3- Mutational voice disorders 4- Hypofunctionl dysphonia 5- Phonasthenia 6- Ventricular dysphonia 7- Habitual aphonia B- Psychogenic voice disorders: 1- Psychogenic dysphonia 2- Psychogenic aphonia 3- **Minimal associated pathological lesions:** 1- Vocal fold nodules 2- Vocal fold polyp 3- Vocal fold cyst 4- Reinek's edema 5- Granulomas **4- Medication and voice** **5- Problems of aging voice** **6- tumor markers in laryngeal cancer** **7-Prevention of communicative disorders**	**A-I**	**A-J**	**A-L**	**A-P**
Unit 4- swallowing disorders & rehabilitation	**A-I**	**A-J**	**A-L**	**A-P**
- **Protocol for assessment of dysphagia** I- Preliminary diagnostic procedures: - History taking - Auditory perceptual assessment of speech	**A-I**	**A-J**	**A-L**	**A-P**

and language of the patient - Preliminary visualizationof oro-pharyngo-laryngeal tract - Neck examination - Neurological examination - Bed side trials of feeding to test swallowing function II-Clinical diagnostic aids (Imaging studies of oro-pharyngeal rejoin) - Videoendoscopy (FEES) (FEESST) - Videofluroscopy - Ultrasound studies of oral cavity - Scintigraphy - Imaging (High speed MRI, CT and MRI) - Formal testing of language, speech and cognitive abilities III-Additional instrumental measures a) Manometry b) Manofluroscopy c) EMG d) Pulse oximetry e) Other recent diagnostic measures - **Treatment of oro-pharyngeal dysphagia** a) Behavior readjustment therapy b) Intra oral prosthesis c) Surgical techniques d) EMG e) Internal feeding methods - Effect of aging on swallowing - Swallowing and feeding disorders in children				
5-Learning disorders &rehabilitation	**A-I**	**A-J**	**A-L**	**A-P**
• Definition. • Incidence and sex ratio. • Etiology. ***Neurobiological background*** **a-** Neuroanatomical deficits **b-** Neurophysiological deficits **1**-The phonological deficits theory and phonological awareness **II**- The visual theory **III**- The cerebellar theory **IV**- Crossed cerebral theory • **V**- Central auditory dysfunction. ***Classification*** -Language- based learning disabilities. - Non-verbal learning disability. -Learning disabilities that affect executive functions.				

Clinical manifestation -Manifestations of dyslexia. - Manifestations of dysgraphia. - Manifestations of dyscalculia . - **-** Manifestations of attention and memory Disorders -Manifestations of some of the Underlying Deficits. • Assessment • Management				

Unit 6 Neurological diseases.

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
1- Cerebro vascular stroke	A-I	A-I	A-L	A-P
2- Muscle diseases	A-I	A,B,C	A-L	A,B,G,H,I
3- Motor neuron diseases	A-I	A,B,C	A-L	A,B,G,H,I
4- Extrapyramidal syndromes	A-I	A,B,C	A-L	A,B,G,H,I
5- Epilepsy	A-I	A,B,C	A-L	A,B,G,H,I
6- Demylenating diseases	A-I	A,B,C	A-L	A,B,G,H,I
7- Syringomyelia	A-I	A,B,C	A-L	A,B,G,H,I
8- Peripheral neuritis	A-I	A,B,C	A-L	A,B,G,H,I
9- Cerebellum and ataxias	A-I	A,B,C	A-L	A,B,G,H,I
10- brain tumours	A-I	A,B,C	A-L	A,B,G,H,I
11- Meningitis	A-I	A,B,C	A-L	A,B,G,H,I
12- Enchiphalitis	A-I	A,B,C	A-L	A,B,G,H,I
13- anatomy of the brain &cranial nerves	A-I	A,B,C	A-L	A,B,G,H,I

Unit 7 : Psychiatric disorders.

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
Unit 7: Psychiatric disorders.	**A-I**	**A-I**	**-**	**A-E**
Symptomatology of psychiatric disorders **Anxiety disorders** • -Generalized Anxiety disorders • -Phobic disorders • - Panic disorders. • - Obsessive compulsive disorders. • -Post -traumatic stress disorders. • - Social anxiety disorders **Dissociative disorders**. **Somatoform disorders** • -somatization disorders. • -Conversion disorders. • Hypochondriasis. • Body dysmorphic disorders. • -somatoform pain disorders. • -Mood disorders. • -Schizophrenia. ***Child Psychiatry*** • Autistic disorders. • Conduct disorders. • Attention deficit hyperactivity disorders. • Mental subnormality. -Psychiatric speech disorders in children and adolescent -Psychometry -Consultation liaison psychiatry.				

5. Course Methods of teaching/learning:

1-Didactic (lectures, seminars, tutorial)
2- out patient
3-case presentation
4-Direct observation
5-journal club,
6-Critically appraised topic,
7-Educational prescription
8-Present a case (true or simulated) in a grand round
9-Clinical rounds
10-Senior staff experience
11-Case log
12-Written & oral communications
13-Observation & supervision

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

Extra Didactic (lectures, seminars, tutorial)
1-Didactic (lectures, seminars, tutorial)
2- out patient
3-case presentation
4-Direct observation
5-journal club,
6-Critically appraised topic,
7-Educational prescription
8-Present a case (true or simulated) in a grand round
9-Clinical rounds
10-Senior staff experience
11-Case log
12-Written & oral communications
13-Observation & supervision.
according to their needs

7. Course assessment methods:

i. Assessment tools:

1-oral examination
2-Written examination
3-Objective structure clinical examination (OSCE)
4-Portfolios
5-Procedure/case Log book
6-Simulation
7-Record review (report)
8-Check list evaluation.

ii. Time schedule: at the end of second part

iii. Marks: 1200 mark(480 marks foe written+360 marks for oral+ 360 marks for clinical exam)>

8. List of references

i. Lectures notes
ii. Essential books

- **Principles of Experimental Phonetics** Norman J. Lass 1996
- **Speech Science Primer** Lawrece J. Raphael **2006**
- **The hand book of genetic communicative disorders** Sanford E Garlic **2001**
- **Motor Speech Disorders** Joseh R **2005 reedition 2015**
- **Phonology "Assessment and Intervention applications in speech pathology"** Robert J. Lowe 1994
- **Aphasia and other acqurid neurogenic language disorders :Aguid for clinical excellence Brooke Hallowell secend edition2022**
- **Cleft palate and craniofacial condition: Acomprehensive guide to clinical management (Ann W.Kummer fourth edition2020)**
- **Evidence –Based Laryngology (david E Rosow and Chandrea M.Ivey.2021).**
- **Office-Based Laryngeal surgery (Abdul-Latif Hamdan,Rebort Thayer nd Mary JHawkshaw2022).**
- **Phoniatric 1(fundementals voice disorders, disorders of language and hearing)2020**
- **Dysphagia clinical managment in adult and children (Michael a Crary.2016).**

- **Self-therapy for the stutterer (Malcolm Fraser .eleventh edition2010)**
- **Motor Speech Disorders** Joseh R **2005,2nd edition.**
- **Motor Speech Disorders: Substrates, Differential Diagnosis, and Management ,2015, Mosby.**
- **Research design in speech pathology and audiology** Franklin H. Silverman 1977
- **Cleft palate speech** Mc Williams Morris Shelton 1984
- **Rehabilitative Audiology children and Adult** Jerome G. Alpiner and Patricin A. McCarthy 1987
- **Speech motor dynamics in Stuttering** Peters/ Hulstijn 1987
- **Neural bases of speech, hearing, and language** David P. Kuehn, Margarete L. Lemne, and John M. Baumgartner 1989
- **Appraisal and diagnosis of speech and language disorders** Peterson & Marquardt 1981
- **Counseling in speech-language pathology and audiology** Jane Scheuerle 1992
- **Microcomputers in speech, language and hearing** Jack F. Curtis 1987
- Clinical neurology notes of staff members 1st edition, 2017-2018.
- Kaplan and Sadoack in clinical psychiatry, 2021

iii. Recommended books

- Contemporary linguistic analysis an introduction (O`Grady &Dobrovolsky,1987).

iv. Periodicals, Web sites, … etc

- Journal of Voice
- Language and communication
- Americal Journal of Otolaryngology
- Journal of communication Disorders
- Journal of Fluency Disorders
- Journal of Memory and Language
- Research in Autism spectrum Disorders
- Hearing Research
- International Journal of Pediatric Otolaryngology
- Journal of second Language writing
- Journal of visual language and computing
- Learning and Individual Difference
- Learning and Instruction
- Learning and Motivation

- Reasearch in Developmental Disabilities
- Sleep Medicine

iv. Periodicals, Web sites, … etc

- **Folia Phoniatrica.**
- **Laryngoscope.**
- **Annals 0f Otorhinolaryngology.**
- **Journal of Neurolinguistics.**
- **Journal of phonetics.**
- **Linguistics and Education.**
- **Language sciences.**
- **Brain and Language.**
- **Brain and Development.**
- **Brain and Cognition.**

9. Signatures

Course Coordinator	
Unit 1-5 Coordinator: ……	**Head of the Department:** ……
Date: ……	**Date:** ……
Unit 6 Coordinator: ……	**Head of the Department:** ……
Date: ……	**Date:** ……
Unit 7 Coordinator: ……	**Head of the Department:** ……
Date: ……	**Date:** ……

ANNEX 2
Program Academic Reference Standards (ARS)

1- Graduate attributes for medical doctorate in phoniatric disorders

***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 ***phoniatric disorders.***

2- Have continuous ability to add knowledge to Phoniatric disorders 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 Phoniatric disorders.

7- Acquire an in depth understanding of common areas of Phoniatric disorders, 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 Phoniatric disorders.

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 Phoniatric disorders or one of its subspecialties.

15- Use recent technologies to improve his practice in Phoniatric disorders.

16- Share in updating and improving clinical practice in Phoniatric disorders.

2- Competency based Standards for medical doctorate in Phoniatric disorders

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 Phoniatric disorders 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 Phoniatric disorders**.**

2-1-D- Principles and measurements of quality in Phoniatric disorders **.**

2-1-E- Principles and efforts for maintainace and I mprovements 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 Phoniatric disorders related Problems.

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

2-2-C- Involvement in research studies related to Phoniatric disorders.

2-2-D- Writing scientific papers.

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

2-2-F- Planning for performance improvement in Phoniatric disorders.

2-2-G- Creation and innovation in Phoniatric disorders **.**

2-2-H- Evidence – based discussion.

2-2-I- Decision making in different situations related to Phoniatric disorders.

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 Phoniatric disorders.

2-3-B- Master patient care skills relevant to Phoniatric disorders for patients with all diagnoses and procedures.

2-3-C- Write and evaluate reports for situations related to the Phoniatric disorders**.**

2.4- General skills

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

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

2-4-A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management

2-4-B- Use competently all information sources and technology to improve his practice.

2-4-C- Master skills of teaching and evaluating others.

- ***Competency-based objectives for Interpersonal and Communication Skills***

2-4-D- Master interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.

- ***Competency-based objectives for Professionalism***

2-4-E-Master Professionalism behavior, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

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

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

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

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

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

Annex 3, Methods of teaching/learning

Annex 3, Methods of teaching/learning

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

Teaching methods for knowledge

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

Teaching methods for patient care

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

Teaching methods for other skills

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

Annex 4, Assessment methods

Annex 4, ILOs evaluation methods for MD students.

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

Annex 4, Glossary of MD students assessment methods

- Record Review – Abstraction of information from patient records, such as medications or tests ordered and comparison of findings against accepted patient care standards.

- Chart Stimulated Recall – Uses the MD doctor's patient records in an oral examination to assess clinical decision-making.

- Mini clinical evaluation: Evaluation of Live/Recorded Performance (single event) – A single resident interaction with a patient is evaluated using a checklist. The encounter may be videotaped for later evaluation.

- Standardized Patients (SP) – Simulated patients are trained to respond in a manner similar to real patients. The standardized patient can be trained to rate MD doctor's performance on checklists and provide feedback for history taking, physical examination, and communication skills. Physicians may also rate the MD doctor's performance.

- Objective Structured Clinical Examination (OSCE) – A series of stations with standardized tasks for the MD doctors to perform. Standardized patients and other assessment methods often are combined in an OSCE. An observer or the standardized patient may evaluate the MD doctors.

- Procedure or Case Logs – MD doctors prepare summaries of clinical experiences including clinical data. Logs are useful to document educational experiences and deficiencies.

- PSQs – Patients fill out Patient Survey questionnaires (PSQs) evaluating the quality of care provided by MD doctors.

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

Annex 5, program evaluation tools

By whom	Method	sample
Quality Assurance Unit	Reports Field visits	#1
External Evaluator (s):According to department council External Examiner (s): According to department council	Reports Field visits	#2
Stakeholders	Reports Field visits questionnaires	#5
Senior students	questionnaires	#12
Alumni	questionnaires	#

مصفوفة توافق المعايير القومية القياسية العامة لبرامج الدكتوراه مع المعايير الأكاديمية المعتمدة من كلية الطب جامعة أسيوط لدرجة الدكتوراه في أمراض التخاطب

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

1- Graduate attributes

Faculty ARS	NAQAAE General ARS for Postgraduate Programs
1- Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in Phoniatric disorders.	1-إتقان أساسيات و منهجيات البحث العلمي
2- Have continuous ability to add knowledge new developments to Phoniatric disorders 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 مستنبطا و مطورا للعلاقات البينية بينها
5- Function as a leader of a team to provide patient care that is appropriate, compassionate for dealing effective and with health Problems and health promotion. 7- Acquire an in depth understanding of common areas of speciality, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.	5-إظهار وعيا عميقا بالمشاكل الجارية و النظريات الحديثة في مجال التخصص
6- Identify and create solutions for health problems in Phoniatric disorders.	6-تحديد المشكلات المهنية و إيجاد حلولا مبتكرة لحلها
5- Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing	7-إتقان نطاقا واسعا من المهارات المهنية في مجال التخصص

with health problems and health promotion. 7- Acquire an in depth understanding of common areas of Phoniatric disorders, from basic clinical care to evidence based clinical application, and possession of skills to manage independently all problems in these areas.	
8 - Share in updating and improving clinical practice in Phoniatric disorders. - Function as teacher in relation to colleagues, medical students and other health professions.	8- التوجه نحو تطوير طرق و أدوات و أساليب جديدة للمزاولة المهنية
9- Use recent technologies to improve his practice in Phoniatric disorders.	9-استخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية
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. 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.	10-التواصل بفاعلية و قيادة فريق عمل في سياقات مهنية مختلفة
10- Master decision making capabilities in different situations related to Phoniatric disorders.	11-اتخاذ القرار في ظل المعلومات المتاحة
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-توظيف الموارد المتاحة بكفاءة و تنميتها والعمل على إيجاد موارد جديدة
12- Demonstrate in depth awareness of public health and health policy issues including	13-الوعي بدوره في تنمية المجتمع والحفاظ

independent ability to improve health care, and identify and carryout system-based improvement of care.	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 Phoniatric disorders or one of its subspecialties. 15- Use recent technologies to improve his practice in Phoniatric disorders.	15-الالتزام بالتنمية الذاتية المستمرة و نقل علمه و خبراته للآخرين

2- Academic standards

Faculty ARS	NAQAAE General ARS for Postgraduate Programs
2.1. A- Established, updated and evidence- based theories, basics and developments of Phoniatric disorders 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 medicologal principles of medical practice related to Phoniatric disorders.	2-1-ج- المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص
2.1. D- Principles and measurements of quality in Phoniatric disorders.	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 Phoniatric disorders related problems.	2-2-أ -تحليل و تقييم المعلومات في مجال التخصص و القياس عليها و الاستنباط منها
2.2.B- Problem solving based on available data.	2-2-ب -حل المشاكل المتخصصة استنادا علي المعطيات المتاحة
2.2.C- Involvement in research studies related to Phoniatric disorders	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 Phoniatric disorders	2-2-و -التخطيط لتطوير الأداء في مجال التخصص

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

II-Program ARS versus program ILOs

Comparison between ARS- ILOS for medical doctorate

(ARS)	(ILOs)
2-1- Knowledge and understanding	***2-1- Knowledge and understanding***
2-1-A- Established, updated and evidence-based Theories, Basics and developments of Phoniatric disorders and relevant sciences.	**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.
2-1-B Basic, methods and ethics of medical research.	**2-1-B-** Explain basics, methodology, tools and ethics of scientific medical, clinical research.
2-1-C- Ethical and medicologal principles of medical practice related to Phoniatric disorders field.	**2-1-C-** Mention ethical, medico logical principles and bylaws relevant to his practice in the field of Phoniatric disorders.
2-1-D- Principles and measurements of quality in the Phoniatric disorders.	**2-1-D-** Mention principles and measurements of quality assurance and quality improvement in medical education and in clinical practice of Phoniatric disorders.
2-1-E-Principles and efforts for maintains and improvements of public health.	**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 Phoniatric disorders.
***2-2- Intellectual skills*:**	***2-2- Intellectual skills:***
2-2-A-Application of basic and other	**2-2-A-** Apply the basic and clinically supportive

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

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

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

2-3-C- Write and evaluate reports for situations related to the field Phoniatric disorders.	**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).
2-4- General skills **2-4-A-** Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management	***2/3/2 General skills*** **2-3-2-A-** Demonstrate the competency of continuous evaluation of different types of care provision to patients in the different area of Phoniatric disorders **2-3-2-B-** Appraise scientific evidence. **2-3-2-C-** Continuously improve patient care based on constant self-evaluation and life-long learning. **2-3-2-D**. Participate in clinical audit and research projects. **2-3-2-E-** Practice skills of evidence-based Medicine (EBM). **2-3-2-G-** Design logbooks. **2-3-2-H-** Design clinical guidelines and standard protocols of management. **2-3-2-I-** Appraise evidence from scientific studies related to the patients' health problems.

2-4-B- Use competently all information source and technology to improve his practice.	**2-3-2-J-** Apply knowledge of study designs and statistical methods to the appraisal of clinical studies. **2-3-2-K**- Use information technology to manage information, access on- line medical information; for the important topics.
2-4-C- Master skills of teaching and evalu others.	**2-3-2-F-** Educate and evaluate students, residents and other health professionals.
2-4-D- Master interpersonal and communicat Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.	**2-3-2-L**- 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. **2-3-2-M-** Create and sustain a therapeutic and ethically sound relationship with patients. **2-3-2-N**- Elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills. **2-3-2-O-** Work effectively with others as a member or leader of a health care team or other professional group.
2-4-E- Master Professionalism behavior, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and	**2-3-2-P-** Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.

sensitivity to a diverse patient population.	**2-3-2-Q-** Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices. **2-3-2-R-** Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.
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.	**2-3-2-S-** Work effectively in health care delivery settings and systems related to Phoniatric disorders including good administrative and time management. **2-3-2-T-** Practice cost-effective health care and resource allocation that does not compromise quality of care. **2-3-2-U-** Advocate for quality patient care and assist patients in dealing with system complexities. **2-3-2-V-** Design, monitor and evaluate specification of under and post graduate courses and programs.
2-4-H- Demonstrate skills of leading scientific meetings including time management	**2-3-2-W-** Act as a chair man for scientific meetings including time management **2-3-2-S-** Work effectively in health care delivery settings and systems related to Phoniatric disorders including good administrative and time management.
2-4-O- Demonstrate skills of self and continuous learning.	From A –H.

III-Program matrix
Knowledge and understanding

Course	Program covered ILOs				
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E
Course 1 : Medical statistics		✓			
course 2 : Research methodology		✓			
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.			✓		
Course 4; Phoniatrics 1			✓		
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓

Intellectual

Course	Program covered ILOs								
	2/2/A	2/2/B	2/2/C	2/2/D	2/2/E	2/2/F	2/2/G	2/2/H	2/2/I
Course 1 : Medical statistics			✓	✓				✓	
course 2 : Research methodology			✓	✓				✓	
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.								✓	
Course 4; Phoniatrics 1								✓	
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓	✓	✓	✓	✓

Practical Skills (Patient Care)

Course	Program covered ILOs							
	2/3/1/ A	2/3/1/B	2/3/1/C	2/3/1/ D	2/3/1/E	2/3/1/F	2/3/1/ G	2/3/1/ H
Course 1 : Medical statistics								
course 2 : Research methodology								
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.				✓				✓
Course 4; Phoniatrics 1								
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓	✓	✓	✓

Practical Skills (Patient care)

Course	Program covered ILOs						
	2/3/1/I	2/3/1/J	2/3/1/ K	2/3/1/L	2/3/1/ M	2/3/1/ N	2/3/1/0
Course 1 : Medical statistics							
course 2 : Research methodology							
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.							
Course 4; Phoniatrics 1							
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓	✓	✓

General Skills

Course	Program covered ILOs							
	2/3/2/ A	2/3/2/ B	2/3/2/ C	2/3/2/ D	2/3/2/ E	2/3/2/ F	2/3/2/ G	2/3/2/ H
Course 1 : Medical statistics		✓						
course 2 : Research methodology		✓		✓	✓			
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.								
Course 4; Phoniatrics 1								
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓	✓	✓	✓

General skills

Course	Program covered ILOs							
	2/3/2/ I	2/3/2/ J	2/3/2/ K	2/3/2/ L	2/3/2/ M	2/3/2/ N	2/3/2/ O	2/3/2/ P
Course 1 : Medical statistics	✓	✓	✓					
course 2 : Research methodology	✓	✓						
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.				✓				
Course 4; Phoniatrics 1				✓				
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓	✓	✓	✓

General Skills

Course	Program covered ILOS						
	2/3/2/Q	2/3/2/R	2/3/2/S	2/3/2/T	2/3/2/U	2/3/2/V	2/3/2/W
Course 1 : Medical statistics							
course 2 : Research methodology							
Course 3 : Medicolegal Aspets and Ethics in Medical Practice and Scientific Research.							
Course 4; Phoniatrics 1							
Course 5: Phoniatrics 2(Advanced Communicative disorders and rehabilitation)	✓	✓	✓	✓	✓	✓	✓

Annex 7, Additional information:

Example:

Unit information

- Four days/ week 1 Phoniatric out patients' clinics (new patients and follow up)
- Weekly Surgical intervention (Extirpation microlaryngophonosurgery) (3 beds)
- Six rooms for therapy
-One room for Psychometry
- Three rooms for indirect video laryngoscpy, Computerized voice and speech analysis
- Scientific Library (PhoniatricText Books and periodicals), MD, MSc thesis, and video tapes)
- Seminar room with data show

Staff members

Head of theUnit: prof.Dr. Eman Sayed Hassan

Staff members

Prof. Essam Mohamed Aref
Prof. Aly ibraheem
Prof. Eman Sayed
Dr. Reham Abdel Wakel
Dr. Hanan Abdel Rashed

Opportunities within the department

-One Phoniatric out patients' clinics
- Six rooms for therapy
- One room for Psychometry
- Three rooms for indirect video laryngoscpy, Computerized voice and speech analysis
- Scientific Library (PhoniatricText Books and periodicals), MD, MSc thesis, and video tapes)
- Seminar room with data show

Department quality control insurance for completing the program

- Evaluation by theUnit head and stuff members.
- Regular assessments.
- Log book monitoring.
- Recent equipments.