



كلية الطب  
جامعة أسيوط



Faculty of Medicine  
Quality Assurance Unit

**MASTER (MSC) DEGREE PROGRAM AND  
COURSES SPECIFICATIONS FOR  
PHONiatrics DISORDERS**

(According to currently applied **bylaws**)

**Phoniatic Unit**  
**Otolaryngeal –Head-Neck**  
**Surgery Department**  
**Faculty of Medicine**  
**Assiut University**  
**2022-2023**

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Assiut University  
Faculty of Medicine  
Quality Assurance Unit (QAU)

كلية الطب  
وحدة ضمان الجودة

## Master degree of Phoniatics disorders

### A. Basic Information

- ✚ **Program Title:** Master degree of Phoniatics **disorders**
- ✚ **Nature of the program:** Single.
- ✚ **Responsible Department:** Department of ENT (Phoniatics Unit)-  
Faculty of Medicine- Assiut University.
- ✚ **Program Academic Director (Head of the Department):**  
Prof. Dr. Ahmed AbuolWafa
- ✚ **Coordinator (s):**
  - **Principle coordinator: prof. DR.Essam Mohamed Aref**
  - **Assistant coordinator (s) prof. Dr. Eman Sayed Hassan.**
  - **Dr. Hanan Abd el Rashed**
- ✚ **Internal evaluators: Prof.Dr. Mohammad Salama Baker.**
- ✚ **External evaluator: Prof.Dr. Mahmoud Yousef Abou El Ella**
- ✚ **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: 8 courses**
  - **First part: 5 courses**
  - **Second part: 3 courses.**
  - **Elective course : one course.**

## B. Professional Information

### 1- Program aims

1/1. To enable candidates to acquire satisfactory level of clinical skills, bedside care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of Phonetics disorders and enabling the candidates of making appropriate referrals to a sub-specialist.

1/2. Provide candidates with fundamental knowledge and skills of dealing with patients, with language, speech and voice disorders.

1/3. To introduce candidates to the basics of scientific medical research.

#### 1.4. To provide the candidates with skills

- 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*:

#### 2/1 Knowledge and understanding:

- A. Explain the essential facts and principles of relevant basic sciences including, Anatomy, Physiology, Phonetics and Linguistics, Genetics, Medical statistics, Medical Engineering, Psychology, Psychometry and Public Health related to **Phoniatrics** .
- B. Mention essential facts of clinically supportive sciences including basics of ENT, Audiology, Endocrinology, Plastic surgery, Neurology and Psychiatry related to Communicative disorders.

- C. Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of common diseases and situations related to **Phoniatrics**.
- D. Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to **Phoniatrics**.
- E. Mention the basic ethical and medicolegal principles relevant to the **Phoniatrics**.
- F. Mention the basics of quality assurance to ensure good clinical care in the field of practice.
- G. Mention the ethical and scientific principles of medical research.
- H. State the impact of common health problems in the field of **Phoniatrics** on the society.

## **2/2 Intellectual outcomes**

- A. Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the **Phoniatrics**.
- B. Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to **Phoniatrics**.
- C. Design and present case for common problem related to **Phoniatrics**.
- D. Formulate management plans and alternative decisions in different situations in the field of the **Phoniatrics**.

## **2/3 Skills**

### **2/3/1 Practical skills ( Patient Care)**

- A. Obtain proper history and examine patients in caring and respectful behaviors.
- B. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences,

up-to-date scientific evidence, and clinical judgment for common conditions related to **Phoniatrics**.

C. Carry out patient management plans for common conditions related to **Phoniatrics**.

D. Use information technology to support patient care decisions and patient education in common clinical situations related to **Phoniatrics**.

E. Perform competently non invasive and invasive procedures considered essential for the **Phoniatrics**.

F. Provide health care services aimed at preventing health problems related to **Phoniatrics**.

G. Provide patient-focused care in common conditions related to **Phoniatrics**, while working with health care professionals, including those from other disciplines

H. 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. Perform practice-based improvement activities using a systematic methodology (share in audits and use logbooks).

B. Appraises evidence from scientific studies.

C. Conduct epidemiological Studies and surveys.

D. Perform data management including data entry and analysis.

E. Facilitate learning of students and other health care professionals.

## **Interpersonal and Communication Skills**

F. Maintain therapeutic and ethically sound relationship with patients.

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

H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.

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

## **Professionalism**

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

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

L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities

## **Systems-Based Practice**

M. Work effectively in relevant health care delivery settings and systems.

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

O. Assist patients in dealing with system complexities.

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

#### **Academic standards for master degree in Phoniatics**

Assiut Faculty of Medicine developed master 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 17-6-2009.

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](http://www.acgme.org/acWebsite/navPages/nav_Public.asp)

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

<http://www.phoniatics-uep.org/education.htm>.

### 5. Program Structure and Contents

<b>Goals</b>	Matched	Matched
<b>ILOS</b>	Matched	Matched
<b>Duration</b>	3-5 years	3 years
<b>Requirement</b>	Different	Different
<b>Program structure</b>	Different	Different



## 5. Program Structure and Contents

**A. Duration of program:** 3 – 5 years

**B. Structure of the program:**

Total contact number of credit points 180 point (20 out of them for thesis)

Didactic# 40 (22.2 %), practical 120 (66.7%), thesis 20 (11.1%), total 180

First part

Didactic 14 (35 %), practical 24 (60 %), elective course 2 CP (5%), total 40 CP

Second part

Didactic 24 CP ( 20%), practical 96CP ( 80 %), total 120 CP

# Didactic (lectures, seminars, tutorial)

According the currently applied credit points bylaws:

Total courses 160 credit point

Compulsory courses: 98.9%

Elective course: 2 credit point =1.25%

	Credit points	% from total
Basic courses	24	13.3%
Humanity and social courses	2	1.1%
Specialized courses	134	74.5%
Others ( Computer, ...)		
Field training	120	66.7%
Thesis	20	11.1%

**C. Program Time Table**

**A. Duration of program 3 years maximally 5 years divided into**

○ **Part 1: (One year)**

Program-related essential courses and ILOs

Students are allowed to sit the exams of these courses after 12 months from applying to the MSc degree.

One elective course can be set during either the 1<sup>st</sup> or 2<sup>nd</sup> parts.

- **Thesis**

For the M Sc thesis;

MSc thesis subject should be officially registered within 6 months from application to the MSc degree,

Discussion and acceptance of the thesis could be set after 12 months from registering the MSc subject;

It should be discussed and accepted before passing the second part of examination)

- **Part 2 (2 years)**

Program –related specialized science courses and ILOs

Students are not allowed to sit the exams of these courses before 3 years from applying to the MSc degree.

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

Total degrees 1900 marks.

700 marks for first part

1200 for second part

50 marks for elective course.

Written exam 40% - 70%.

Clinical and oral exams 30% - 60%.

## D. Curriculum Structure: (Courses):

### Curriculum Structure: (Courses / units/ rotations):

Courses	Course Code	Core Credit points		
		Didactics	training	Total
<b>First Part</b>				
<b>Academic basic Courses (12CP)</b>				
1) Course 1: Linguistics and Phonetics	<b>PHO230A</b>	4CP	-	4CP
2) Course 2: Anatomy& Medical statistics.	<b>PHO230B#</b>	3CP(2+1)	-	3CP
3) Course 3: Physiology& Medical engineering	<b>PHO230C#§</b>	3CP(2+1)	-	3CP
4) Course 4: Psychology& Psychometry	<b>PHO230D#§</b>	2CP(1+1)	-	2CP
<b>General clinical compulsory courses (2 points)</b> <b>Course 5: Basics of ENT</b>	<b>PHO230E</b>	2CP	10 CP	12CP
<b>Elective courses*</b>	2CP			
- Elective course		2CP		2CP
<b>Clinical training and scientific activities:</b>				
<b>Clinical training and scientific activities:(10 CP)</b>			10	
<b>Clinical training and scientific activities in Specialized course (14 CP)</b> <b>Phoniatrics1</b>	PHO230F		14	14

<b>Total of the first part</b>		<b>16</b>	<b>24</b>	<b>40</b>
<b>Second Part</b>	Specialized courses 24 CP Specialized Clinical Work (log Book) 96 CP			
<b>Specialized Courses</b>		<u>24</u>	<u>96</u>	<u>120</u>
Course 6: Phoniatrics1(Communicative disorders and rehabilitation)	<b>PHO230F</b>	14	93	<b>107CP</b>
Course 7: Phoniatrics 2 (Neurological & Psychiatric disorders).	<b>PHO220</b>	6	3	<b>9 CP</b>
Course 8: Phoniatrics 3 (Audiology & Plastic surgery & Endocrinology).	<b>PHO230G#</b>	4(1.5+1.5+1)	-	<b>4CP</b>

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

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

#### Student work load calculation:

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

#### Elective Courses#:

- Medical statistics.
- Evidence based medicine.
- Medicolegal Aspects and Ethics in Medical Practice and Scientific Research
- Quality assurance of medical education
- Quality assurance of clinical practice.
- Hospital management

# One of the above mentioned courses are prerequisites for fulfillment of the degree.

**Thesis:**

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

**Specialized courses:**

Course Titles' list	% from total Marks	Level (Year)	Core Credit points(CP)		
			Didactic	training	Total
-Course 6 :(Phoniatic 1); Communicative disorders and rehabilitation).	90.3%	1,2,3	14	107	121
- Course 7: (Phoniatic 2); Neurological & Psychiatric disorders).	6.7%	2	6	3	9
-Course 8: (Phoniatic 3);Audiology, Plastic surgery and Endocrinology.	3%	3	4	-	4
<b>Total No. of Courses =3:</b>	100%	3 years	24	110	134

### Course 6: (Phoniatrics 1);

Modules (units) Titles' list	% from total Marks	Level (Year)	Core Credit points		
			Didactic	training	Total
-Course 6:(Phoniatric 1); Communicative disorders and rehabilitation).	90.3%	1,2,3	14	107	121
- Module 1- language disorders& Rehabilitation	33.5%	1,2,3	4.5	36	40.5
- Module 2- Speech disorders& Rehabilitation	31.8%	1,2,3	4.5	34	38.5
- Module 3-Voice disorders& Rehabilitation	31.4%	1,2,3	4	34	38
- Module 4-swallowing disorders &Rehabilitation.	3.3%	3	1	3	4
<b>Total No. of units =4</b>	100%	3 years	14	107	121

\*\* Different Courses ILOs are arranged to be studied and assessed in the 1<sup>st</sup> and 2<sup>nd</sup> parts of the program as scheduled in the program time table.

### 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

## 7-Admission requirements

### + Admission Requirements (prerequisites) if any :

#### I. General Requirements:

- Grade good in the final exam from approved faculty of Medicine (except for students from abroad)
- Completed his intern year after graduation from medical school
- One year appointment within responsible department (for non Assiut University based registrars)

#### II. Specific Requirements:

- Fluent in English (study language)

## VACATIONS AND STUDY LEAVE

The current departmental policy is to give working residents 2 week 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 could be set at 12 months from registering to the MSc degree.

+ Examination of the second part cannot be set before 3 years from registering to the degree.

✚ Discussion of the MSc thesis could be set after 1 year from officially registering the MSc subject before setting the second part exams.

✚ The minimum duration of the program is 3 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 MSc\_thesis.

**9- Program assessment methods and rules (Annex IV)**

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



## Weighting of assessments:

Courses	Course code	Degrees			
		Written Exam	Degree		Total
			Oral Exam *	Practical / Clinical Exam	
<b>First part</b>					
<b>Basic academic Courses:</b>					
Course 1: Linguistics and Phonetics	<b>PHO230A</b>	80	120	-	200
Course 2: Anatomy & Medical statistics.	<b>PHO230B#</b>	75(50+20)	75(50+20)	-	150
Course 3: Physiology & Medical engineering	<b>PHO230C#§</b>	75(50+20)	75(50+20)	-	150
Course 4: Psychology & Psychometry	<b>PHO230D#§</b>	40(20+20)	60(30+30)	-	100
<b>General clinical courses</b>					
<b>Course 5: Basics of ENT</b>	PHO230E	40	30	30	100
<b>Total of the first part</b>		410	360	30	700
<b>Second Part</b>					
<b>Specialized Courses:</b>					
Course 6: Phoniatrics1 (Communicative disorders and rehabilitation)	PHO230F	240(2 Papers)	230	230	700
Course 7: Phoniatrics 2	PHO220	150 Paper3	75	75	300

(Neurological & Psychiatric disorders).					
Course 8: Phoniatrics 3 (Audiology & Plastic surgery & Endocrinology).	PHO230G#	100 (40+40+20) Paper4	100(35+35+30)	-	200
<b>Total of the degree</b>		<b>490</b>	<b>405</b>	305	1200
<b>Elective course</b>					

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

**Total degree 1900**

**700 marks for first part**

**1200 for second part**

**100 for elective course**

**Second part exam**

**Written exam -40.8% (490 marks).**

**Clinical and oral exams 59.2-% (710 marks)**

#### **+ Examination system:**

- Written exam 3 hours in Linguistics and Phonetics + Oral exam
- Written exam 3 hours in Anatomy & Medical statistics + Oral exam
- Written exam 3 hours in Physiology & Medical engineering + Oral exam
- Written exam 2 hours in Psychology & Psychometry.+ Oral exam
- Written exam 1 hour in Basics of ENT Internal Medicine + Oral exam+ Clinical exam.
- **Second part:**
  - Written exam four papers 3 hours for each in specialized courses + Oral exam+ Clinical & Practical exam
- **Elective courses**
- Written exam one paper 1 hour in Elective course + 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	#1
Stakeholders	Reports Field visits Questionnaires	#
Senior students	Questionnaires	#
Alumni	Questionnaires	#

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

## 11-Declaration

We certify that all of the information required to deliver this program is contained in the above specification and will be implemented.

All course specifications for this program are in place.

Contributor	Name	Signature	Date
Program Principle Coordinator:	Pr. Dr. Essam Mohamed Aref		
Head of the Responsible Department (Program Academic Director):	Pr. Dr. <b>Ahmed Abuo El Wafa</b>		

# Annex 1, Specifications for Courses / Modules

## Annex 1: specifications for courses/ units

### First Part

#### Course 1: (Linguistics and Phonetics )









*Name of department: ENT Surgery , Phoniatics unit.*

*Faculty of medicine*

*Assiut University*

**2022-2023**

#### 1. Course data

-  **COURSE Title:** Linguistic and Phonetics.
-  **COURSE code:** PHO230A
  
-  **Specialty is:** Phoniatic disorders
-  **Number of credit point:** 4 credit point, didactic 4CP credit point (100%) and 0 CP(0%) Practical
-  **Department (s) delivering the course:** Phoniatic Unit
-  **Coordinator (s):** Staff members of : Phoniatic Unit
-  **Date last reviewed:** 7-2022.
-  **Requirements (prerequisites) if any :**  
None

## 2. Course Aims

-The student should acquire the phonological and linguistic Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.

## 3. Intended learning outcomes (ILOs):

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p><b>A. Describe details of:</b></p> <p><b>A- Phonetics</b></p> <p>1- Articulatory phonetics:</p> <ul style="list-style-type: none"> <li>* Articulators</li> <li>* Vowels</li> <li>* Consonants ( Plossives, Fricatives, affricates, glides, semivowels and nasals)</li> <li>* Distinctive features</li> <li>* Phonological processes</li> <li>* Supra segmental features</li> </ul> <p>2- Acoustic phonetics:</p> <ul style="list-style-type: none"> <li>* Vowels</li> <li>* Formants ( F1, F 2, lip rounding rules)</li> <li>* Consonants ( Plossives, Fricatives, affricates, glides, semivowels and nasals)</li> </ul> <p><b>B- Linguistics:-</b></p> <ol style="list-style-type: none"> <li>1- Definitions</li> <li>2- Language structure</li> <li>3-Language and cognition</li> <li>4- Language and thought</li> <li>5- Theories of language acquisition</li> <li>6- Phonology</li> <li>7- Semantics</li> <li>8- Syntax</li> <li>9- Pragmatics</li> <li>10- Language development               <ul style="list-style-type: none"> <li>*Phonological development</li> <li>* Semantic development</li> <li>* Syntactic development</li> <li>*Pragmatic development</li> </ul> </li> </ol>	<p>-Lectures</p>	<p>-Written and oral examination</p> <p>- Log book</p>

## B-Intellectual outcomes

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

## C-Practical skills

Practical: 0 CP

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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



**Course contents (topics/modules/rotation)**  
**Course Matrix**

**Time Schedule: First Part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>A- Linguistics:-</b>				
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	<b>A</b>	<b>A,B</b>	<b>-</b>	<b>A-E</b>
<b>B- Phonetics</b>				
1- Articulatory phonetics: * Articulators * Vowels * Consonants ( Plossives, Fricatives, affricates, glides, semivowels and nasals) * Distinctive features * Phonological processes	<b>A</b>	<b>A,B</b>	<b>-</b>	<b>A-E</b>

<p>* Supra segmental features</p> <p>2- Acoustic phonetics:</p> <p>* Vowels</p> <p>* Formants ( F1, F 2, lip rounding rules)</p> <p>* Consonants ( Plossives, Fricatives, affricates, glides, semivowels and nasals)</p>				
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### 5. Course Methods of teaching/learning:

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

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

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

### 7. Course assessment methods:

#### i. Assessment tools:

1. Written and oral examination
2. Log book

#### ii. Time schedule: 1<sup>ST</sup> PART

#### iii. Marks: 200

### 8. List of references

#### i. Lectures notes

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

#### ii. Essential books

- Speech Science Primer Lawrence J. Raphael 2006
- Speech science primer (Borden & Harris, 2003).
- Acoustics of speech communication fundamentals, speech perception theory & technology (Pickett, 1999).

#### iii. Recommended books

#### iv. Periodicals, Web sites, ... etc

- Folia Phoniatica
- Laryngoscope
- Annals Of Otorhinolaryngology
- Journal of Linguistics
- Journal of phonetics

**9- Signature**

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

## Course 2 Anatomy & Medical statistics. Unit (Module) 1(Anatomy)

**Name of department:** ENT surgery - Phoniatic Unit  
**Faculty of medicine**  
**Assiut University**  
**2022-2023**

### I. Unit data

- + Course title: Anatomy & Medical statistics.
- + UNIT Title: Anatomy
- + Course code: PHO230B#
- + Specialty Phoniatic disorders
- + Number of credit point: 2 credit point, didactic 2 credit point (100%) and practical 0 CP.
- + Department (s) delivering the course: anatomy department in collaboration with Phoniatics Unit, ENT surgery department.
- + Coordinator (s):
- + Course coordinator: Prof. Dr. Essam Mohamed Aref
  - Assistant coordinator (s) Dr. Eman Sayed
  - Dr .Hanan AbdEl-Rashed Mohamed
- + Date last reviewed: 7-2022
- + General requirements (prerequisites) if any : None
- + Requirements from the students to achieve course ILOs are clarified in the joining log book.

## 2. Unit Aims

- The student should acquire the basics of anatomy necessary for management of conditions related to **Phoniatics disorders.**

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe in details anatomy of:</p> <ul style="list-style-type: none"> <li>• <b>the larynx</b> (measurements, cartilages, joints, ligaments, membranes and cavity of the larynx)               <ul style="list-style-type: none"> <li>-Embryology of the larynx</li> <li>-Function of the larynx</li> <li>-Histoanatomy of the vocal folds (frontal and horizontal section)</li> <li>-Development of vocal fold structures (Changes in the layers with age)</li> <li>-Difference between larynx of the newborn and adult</li> <li>-Muscles, blood and nerve supply of the larynx</li> <li>-Laryngeal mutation</li> <li>-Aerodynamic analysis of voice</li> </ul> </li> <li>• <b>The Palate:</b> - (Functions, embryology, anomalies, muscles, nerve and blood supply)</li> <li>-Velopharyngeal valve and mechanism of closure               <ul style="list-style-type: none"> <li>• <b>The Pharynx:-</b> Parts, boundaries, muscles, nerve and blood supply)</li> </ul> </li> <li>• <b>The Lips and palate:</b> (embryology, muscles, nerve and blood supply, muscles of mastication)</li> <li>• <b>Neuroanatomy:</b> <ul style="list-style-type: none"> <li>- Limbic system</li> <li>-Brainstem</li> <li>- Cerebellum</li> <li>- Basal ganglia</li> <li>- Cerebral hemisphere</li> <li>- Blood supply of the brain</li> </ul> </li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination - Log book</p>

## B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the basics of anatomy with clinical reasoning, diagnosis and management of common diseases related to <b>Phoniatrics</b> .	lectures,	-Written and oral examination -Log book

## C- Practical skills (Patient Care) Practical skills =0 CP

## D-General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

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

## Professionalism

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

## Systems-Based Practice

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

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

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>The larynx</b>				
-Measurements, cartilages, joints, ligaments, membranes and cavity of the larynx)	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Embryology of the larynx	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Function of the larynx	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Histoanatomy of the vocal folds (frontal and horizontal section)	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Development of vocal fold structures (Changes in the layers with age)	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Difference between larynx of the newborn and adult	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Muscles, blood and nerve supply of the larynx	<b>A</b>	<b>A</b>	-	<b>A-D</b>
-Laryngeal mutation	<b>A</b>	<b>A</b>	-	<b>A-D</b>
<b>The Palate:-</b>				
-(Functions, embryology, anomalies, muscles, nerve and blood supply) -Velopharyngeal valve and mechanism of closure	<b>A</b>	<b>A</b>	-	<b>A-D</b>
<b>The Pharynx:-</b>				
- Parts, boundaries, muscles, nerve and blood supply	<b>A</b>	<b>A</b>	-	<b>A-D</b>
<b>The Lips:-</b>				
(embryology, muscles, nerve and blood supply, muscles of mastication)	<b>A</b>	<b>A</b>	-	<b>A-D</b>
<b>Neuroanatomy:</b>				
- Limbic system -Brainstem - Cerebellum - Basal ganglia - Cerebral hemisphere	<b>A</b>	<b>A</b>	-	<b>A-D</b>



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

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

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

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

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

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

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

**ii. Time schedule:** 1st part

**iii. Marks:** 100(50+50)

## **8. List of references**

### **i. Lectures notes**

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

### **ii. Essential books**

- Anatomical and physiological basis of speech (Dickson&Dickson,1982)
- Anatomy & physiology of the speech mechanism(Kahane,1986)

### **iii. Recommended books**

- Synopsis of Otolaryngology
  - Scott Brown 's Otolaryngology.
  - Illustrated ENT(Badrawy,1989)

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

- Folia Phoniatica
- Laryngoscope
- Annals of Otorhinolaryngology

### **v. Others ;**

## Course 2; Unit (Module) 2: Medical Statistic

### 1. Unit data

- + Course title: Anatomy & Medical statistics.
- + Unit Title: Medical statistics
- + Course code: PHO230B#
- + Specialty is: Podiatrics disorders
- + Number of credit point: 1 credit point, didactic 1 credit point (100%) and 0 CP for practical.
- + Department (s) delivering the course: Public Health in conjunction with Phoniatics Unit
- + Coordinator (s): Staff members of Public Health Department in conjunction with Phoniatic Unit annually approved by both departments councils
  
- + Date last reviewed: 7-2022.
  
- + Requirements (prerequisites) if any :  
None

## 2. Unit aims

2.1 Acquire the basics of Medical Statistics and facts that are necessary for clinical reasoning of **Phoniatics disorders**.

## 3. Intended learning outcomes (ILOs):

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A-Describe anatomic details of the following: <ul style="list-style-type: none"> <li>• Definition and the Rationale for statistics in medicine.</li> <li>• Definition of variables and their types.</li> <li>• Definition the data types and the scales of measurement.</li> <li>• Data Interpretation.</li> <li>• Application of descriptive statistics for continuous variables.</li> <li>• Application of frequency distribution to a given data and its interpretation.</li> </ul>	-Lectures	-Written and oral examination - Log book

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Interpret Medical Statistics tests on performance	Didactic (lectures, seminars, tutorial)  Computer LAB	-Written and oral examination -Log book

### C- Practical skills

Practical skills=0 CP

### D-General Skills

#### Practice-Based Learning and Improvement

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

#### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

## 4. Contents (topics/modules/rotation Unit Matrix

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
-Medical statistics <ul style="list-style-type: none"> <li>• Definition and the Rationale for statistics in medicine.</li> <li>• Definition of variables and their types.</li> <li>• Definition the data types and the scales of measurement.</li> <li>• Data Interpretation.</li> <li>• Application of descriptive statistics for continuous variables.</li> <li>• Application of frequency distribution to a given data and its interpretation.</li> </ul>	A	A	-	A-E

## 5. Methods of teaching/learning:

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

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

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

## 7. Course assessment methods:

**i. Assessment tools:**

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

**ii. Time schedule:** 1<sup>st</sup> part

**iii. Marks:** 50

## 8. List of references

**i. Lectures notes**

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

**ii. Essential books**

- Introductory biostatistics for the health sciencerr (Willey Series) in probability and statistics
- Fundamentals of biostatistics (Bernerd, Rosner)

**iii. Recommended books**

**iv. Periodicals, Web sites, ... etc**

- International Journal of epidemiology

**v. others**

- None










## 9. Signatures

Course Coordinator	
<b>Unit 1 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....
<b>Unit 2 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....

## **Course 3: Physiology & medical engineering**

### **Course 3 Unit (Module) 1: (Physiology)**

#### **1. Unit data**

-  **Course title: Physiology& Medical engineering.**
-  **Unit Title: Physiology**
-  **Course code: PHO230C#5**
-  **Specialty is: Phoniatic disorders**
-  **Number of credit points: 2credit point, didactic;2 credit point (100%)**
-  **Department (s) delivering the course: Phoniatic Unit in conjunction with physiology department.**
-  **Coordinator (s): Staff members of Phoniatic Unit**
-  **Date last reviewed: 7-2022.**
-  **Requirements (prerequisites) if any :None**



## 2. Unit Aims

-The student should acquire the physiological Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.

## 3. Intended learning outcomes (ILOs):

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe Physiologic details of Phonation and communication including:</p> <ul style="list-style-type: none"> <li>• <b>Physiology of the Larynx:-</b> Sphincteric function of the larynx Phonatory function</li> <li>• Anatomical points of importance in vibratory patterns of the vocal folds</li> <li>• Mechanism of vocal fold vibration</li> <li>• -Aerodynamic analysis of voice</li> <li>• Myoelastic aerodynamic mechanism of phonation</li> <li>• Mechanics of laryngeal function</li> <li>• Physiology of post. Glottis</li> <li>• Correlates of voice production</li> <li>• Physiology of palatal function</li> <li>• Physiology of swallowing</li> <li>• Dysphagia</li> <li>• <b>Neurophysiology:-</b> Strata of communication Hierarchy of motor organization of speech Central organization of language in the brain Brain plasticity</li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination - Log book</p>

## B- Intellectual outcomes

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

## C- Practical skills

Credit point= 0 CP

## D- General Skills

### Practice-Based Learning and Improvement

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

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

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

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>Physiology of the Larynx:-</b>				
-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	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>Physiology of palatal function</b>	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>Physiology of swallowing and Dysphagia</b>	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>Neurophysiology:-</b>				
-Strata of communication -Hierarchy of motor organization of speech -Central organization of language in the brain -Brain plasticity	<b>A</b>	<b>A</b>	-	<b>A-E</b>

## 5. Methods of teaching/learning:

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

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

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

## **7. Assessment methods:**

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

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

### **ii. Time schedule: first part.**

### **iii. Marks: 100(50+50)**

## **8. List of references**

### **i. Lectures notes**

Staff members print out of lectures and/or CD copies

### **ii. Essential books**

- vocal fold physiology frontiers in basic science (1993)
- vocal fold physiology: acoustic perceptual and physiological aspects of voice mechanisms. (Gauffin, Jan 1991)
- Vocal fold physiology (Kenneth & Hirano, 1981)
- Vocal fold physiology (Bless & Abbs, 1983)
- Anatomy & physiology of the speech mechanism (Kahane, 1986)

### **iii. Recommended books**

- Speech science primer (Borden & Harris, 2003)
- Aerodynamic measurement of normal voice (Eva Holmberg 1993)

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

- Folia Phoniatica
- Laryngoscope
- Annals Of Otorhinolaryngology.

### **v. others: None**

## Course 3 Unit (Module) 2 (Medical Engineering)

### 1. Unit data

- + Course title: **Physiology& Medical engineering.**
- + Unit Title: **Medical engineering.**
- + Course code: **PHO230C#§**
- + Specialty is: **Phoniatic disorders**
- + Number of credit points: **1 credit point, didactic 1 credit point (100%).**
- + Department (s) delivering the course:
- + Coordinator (s):  
**Annually approved by both departments councils**
  
- + Date last reviewed: **7-2022.**
  
- + Requirements (prerequisites) if any :
  - + None

## 2. Unit aims

Apply the facts of basic sciences of **Medical Engineering** which are appropriate to Phoniatic disorders in clinical reasoning, diagnosis and management of Communicative disorders.

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A-Describe the facts of basic sciences which are appropriate to Phoniatic disorders in clinical reasoning, diagnosis and management of Communicative disorders including:</p> <ul style="list-style-type: none"> <li>- <b>Mechanical waves:</b> Types, wave length, frequency, amplitude, super position, interference.</li> <li>- <b>Physics of sounds</b></li> <li>- <b>Transducers:</b> <ul style="list-style-type: none"> <li>1) Electrostatic transducers:                             <ul style="list-style-type: none"> <li>Capacitor microphone</li> <li>Loud speaker</li> <li>Electric microphone</li> <li>Piezo electric microphone</li> </ul> </li> <li>2) Electrodynamical transducers:                             <ul style="list-style-type: none"> <li>The moving coil type</li> <li>Microphone/ loudspeaker</li> <li>Moving iron transducers</li> <li>Ribbon, carbon, others</li> </ul> </li> </ul> </li> <li>- <b>Amplifiers:</b> <ul style="list-style-type: none"> <li>Hearing aid amplifiers</li> </ul> </li> <li>- <b>Filters</b></li> <li>- <b>Recording:</b> <ul style="list-style-type: none"> <li>- Disc, tape</li> <li>- Digital</li> </ul> </li> <li>- <b>Analogue to digital conversion:</b> <ul style="list-style-type: none"> <li>- Ramp</li> <li>- Successive approximation</li> <li>- Modified successive approximation</li> <li>- Flash</li> </ul> </li> <li>- <b>Sound level meter</b></li> <li>- <b>Introduction to computers:</b> <ul style="list-style-type: none"> <li>- Main parts, accessories</li> <li>- Computer languages</li> </ul> </li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination - Log book</p>

## B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of Medical Engineering with clinical reasoning, diagnosis and management of common Phoniatic disorders.	Didactic (lectures, seminars, tutorial)	-Written and oral examination -Log book

## C- Practical skills

Practical skills=0 CP.

## D-General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		



## Professionalism

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

## Systems-Based Practice

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

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

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>- Mechanical waves:</b>				
Types, wave length, frequency, amplitude, super position, interference.	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>- Physics of sounds</b>				
<b>- Transducers:</b>				
1) Electrostatic transducers: Capacitor microphone Loud speaker Electric microphone Piezo electric microphone 2) Electrodynamic transducers: The moving cal type Microphone/ loudspeaker Moving iron transducers Ribbon, carbon, others	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>Amplifiers:</b>				
Hearing aid amplifiers	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>Filters</b>				
<b>Recording:</b>				
- Disc, tape - Digital	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>- Analogue to digital conversion:</b>				
- Ramp - Successive approximation - Modified successive approximation - Flash	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b>- Sound level meter</b>				
<b>- Introduction to computers:</b>				
- Main parts, accessories - Computer languages	<b>A</b>	<b>A</b>	-	<b>A-E</b>

### 5. Methods of teaching/learning:

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

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

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

### 7. Assessment methods:

#### i. Assessment tools:

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

#### ii. Time schedule: 1<sup>ST</sup> PART

#### iii. Marks: 50(25+25)

### 8. List of references

#### i. Lectures notes

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

#### ii. Essential books

#### iii. Recommended books

#### iv. Periodicals, Web sites, ... etc

#### v. others : None

### 9. Signatures

<b>Course Coordinator</b>	
<b>Unit 1 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....
<b>Unit 2 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....

## Course 4 Psychology & Psychometry

### Course 4 Unit (Module) 1 (Psychology)

#### 1. Unit data

- ✚ **Course title:** Psychology & Psychometry.
- ✚ **Unit Title:** Psychology
- ✚ **Unit code:** PHO230D#§
  
- ✚ **Specialty is** Phoniatic disorders
- ✚ **Number of credit points:** 1 credit point, didactic 1 credit point (100%).
- ✚ **Department (s) delivering the course:** Psychiatric Unit in conjunction with Phoniatic Unit.
  
- ✚ **Coordinator (s):** Staff members of Psychiatric Unit in conjunction with Phoniatic Unit as annually approved by both departments councils
- ✚ **Date last reviewed:** 7-2022.
- ✚ **Requirements (prerequisites) if any :**
  - ✚ None

## 2. Unit Aims

-The student should acquire the psychological Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Mention principles and details of:</p> <ul style="list-style-type: none"> <li>● Learning:               <ul style="list-style-type: none"> <li>* Definition</li> <li>* Factors</li> <li>* Methods                   <ul style="list-style-type: none"> <li>- Trial and errors</li> <li>- Imitation</li> <li>- Insight</li> <li>- Conditioning</li> <li>- Observational</li> </ul> </li> </ul> </li> <li>● Perception:               <ul style="list-style-type: none"> <li>* Factors affecting</li> <li>* Disorders:                   <ul style="list-style-type: none"> <li>- Agnosia</li> <li>- Illusion</li> <li>- Hallucination</li> <li>- De ja vu</li> </ul> </li> </ul> </li> <li>● Attention and ADHD</li> <li>● Personality:               <ul style="list-style-type: none"> <li>* Definition</li> <li>* Types</li> </ul> </li> <li>● Thinking:               <ul style="list-style-type: none"> <li>* Types                   <ul style="list-style-type: none"> <li>- Autistic</li> <li>- Abstract</li> </ul> </li> <li>* Disorders                   <ul style="list-style-type: none"> <li>- Form</li> <li>- Stream</li> <li>- Control</li> <li>- Content</li> </ul> </li> </ul> </li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination - Log book</p>

<ul style="list-style-type: none"> <li>• Emotion disorders: <ul style="list-style-type: none"> <li>*Pleasant</li> <li>*Euphoria</li> <li>*Elation</li> <li>*Unpleasant</li> <li>*Extacy</li> <li>*Depression</li> <li>*Incongruity</li> </ul> </li> </ul>		
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### B. Intellectual outcomes

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

### C-Practical skills

Practical: 0 CP

### D- General Skills

### Practice-Based Learning and Improvement

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

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

## 4.Contents (topics/modules/rotation Unit Matrix

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>• Learning:</b>				
*Definition *Factors *Methods - Trial and errors - Imitation - Insight - Conditioning - Observational	<b>A</b>	<b>A,B</b>	-	<b>A-E</b>
<b>• Perception:</b>				
* Factors affecting * Disorders: - Agnosia - Illusion - Hallucination -De ja vu	<b>A</b>	<b>A,B</b>	-	<b>A-E</b>
<b>• Attention and ADHD</b>	<b>A</b>	<b>A,B</b>	-	<b>A-E</b>
<b>• Personality:</b>				
*Definition *Types	<b>A</b>	<b>A,B</b>	-	<b>A-E</b>
<b>• Thinking:</b>				
*Types - Autistic - Abstract * Disorders -Form -Stream -Control -Content	<b>A</b>	<b>A,B</b>	-	<b>A-E</b>
<b>• Emotion disorders:</b>				
*Pleasant *Euphoria *Elation *Unpleasant *Extacy *Depression *Incongruity	<b>A</b>	<b>A,B</b>	-	<b>A-E</b>



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

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

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

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

## **7. Assessment methods:**

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

3. Written and oral examination
4. Log book

### **ii. Time schedule 1st part**

### **iii. Marks: 50(20+30)**

## **8. List of references**

### **i. Lectures notes**

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

### **ii. Essential books**












- Essentials of Psychology (Okasha,1980).

### **iii. Recommended books**

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

## Course 4 (Module 2): Psychometry

### 1. Unit data

-  **Course title: Psychology & Psychometry.**
-  **Unit Title: Psychometry**
-  **Unit code: PHO230D#§ .**
  
-  **Specialty is Phoniatic disorders.**
  
-  **Number of credit points: 1 credit point, didactic 1 credit point (100%).**
- 
  
-  **Department (s) delivering the course:** Educational Psychology department-Faculty of Education- Egypt in conjunction with Phoniatic Unit
  
-  **Coordinator (s):** Staff members of Educational Psychology department-Faculty of Education in conjunction with Phoniatic Unit as annually approved by both departments councils
-  **Date last reviewed: 7-2022.**
-  **Requirements (prerequisites) if any :**
  -  **None**

## 2. Unit Aims

-The student should know the psychometric tests necessary for clinical reasoning, diagnosis and management of Phoniatric disorders.

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<b>A. Acquire psychometric details of:</b> - Intelligence - Psychometry -Validity measures -Reliability measures -Problems of psychometric tests -Binet test -Wechsler test & SON test -Personality tests: MMPI, Rorshach and TAT	-Lectures	-Written and oral examination - Log book

### B-Intellectual outcomes

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

### C- Practical skills

**Practical skills= 0 CP**

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision	Log book
C. Write a report in common condition mentioned in A.A	-Written and oral communication	

### Professionalism

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

### Systems-Based Practice

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

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

### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
-Intelligence	A	A,B	-	A-E
-Psychometry	A	A,B	-	A-E
-Validity measures	A	A,B	-	A-E
-Reliability measures	A	A,B	-	A-E
-Problems of psychometric tests	A	A,B	-	A-E
-Binet test	A	A,B	-	A-E
-Wechsler test & SON test	A	A,B	-	A-E
-Personality tests: MMPI, Rorshach and TAT	A	A,B	-	A-E

## 5. Methods of teaching/learning:

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

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

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

## 7. Assessment methods:

### i. Assessment tools:

5. Written and oral examination
6. Log book

### ii. Time schedule: 1<sup>st</sup> part

### iii. Marks: 50 marks(20+30)

## 8. List of references

### i. Lectures notes

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

### ii. Essential books

القياس النفسى.دكتور صفوت زكى فرج.دار نهضة مصر للطباعة والنشر

### iii. Recommended books none

### iv. Periodicals, Web sites, ... et

## 9. Signatures

Course Coordinator	
<b>Unit 1 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....
<b>Unit 2 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....

## Course 5: Basics of ENT

### 1. Unit data

- + Course Title: ENT
- + Course code: PHO230E
- + Specialty is: Phoniatic disorders
  
- + Number of credit points: 12 credit point, didactic 2 credit point (16.7%) and 10 CP(83.3%) for practical.
- + Department (s) delivering the course: ENT Department in conjunction with Phoniatic Unit
  
- + Coordinator (s): Staff members of ENT Department in conjunction with Phoniatic Unit
- + Date last reviewed: 7-2022.
- + Requirements (prerequisites) if any :
  - + None

## 2. Unit Aims

- The student should acquire the otorhinolaryngological Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.
- To make the students able to be familiar with the diagnosis of common ENT problems that may be encountered with Phoniatic disorders

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <p style="margin-left: 20px;">✚ <b>Larynx:-</b></p> <ul style="list-style-type: none"> <li>- Symptoms of laryngeal diseases</li> <li>- Congenital diseases</li> <li>- Trauma to larynx</li> <li>- Inflammation of the larynx               <ul style="list-style-type: none"> <li>i- Acute non specific laryngitis in adults</li> <li>ii- Acute non specific laryngitis in children</li> <li>iii- Chronic non specific laryngitis</li> <li>iv- Chronic specific laryngitis</li> </ul> </li> <li>1. Tuberculosis</li> <li>2. Syphilis</li> <li>3. Scleroma</li> <li>- Tumours of the larynx               <ul style="list-style-type: none"> <li>i- Benign tumours                   <ul style="list-style-type: none"> <li>1- Papillomas</li> <li>2- Angioma</li> <li>3- Chondroma</li> </ul> </li> <li>ii- Cancer larynx                   <ul style="list-style-type: none"> <li>- Etiology</li> <li>- Pathology</li> <li>- Clinical picture</li> </ul> </li> </ul> </li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination</p> <p>- Log book</p>



- Investigation

- Treatment

- Prognosis

B. outline details of:

**+** **Pharynx:**

- Anatomy of the pharynx

- Nasopharyngeal trauma

- Nasopharyngeal malignancy

- Pathology

- Clinical picture

- Treatment

**+** **Oropharynx:**

-Congenital diseases of the oropharynx

- Traumatic diseases of the oropharynx

-Inflammatory diseases

i- Acute

1- Acute non-specific pharyngitis

2- Acute specific

-Diphtheria

- Vincent angina

- Monilia

3 – Pharyngitis with blood diseases

-Agranulocytosis

–Acute leukemia

4 – Pharyngitis with systemic diseases

–Infectious mononucleosis

-Behcet's syndrome

–Aphthous ulcer

ii- Chronic

1- Chronic non-specific pharyngitis

2- Chronic specific

-Scleroma

-Syphilis

-TB

iii- Inflammation of the lymphoid tissue of the pharynx

1–Adenoiditis

2-Acute and chronic tonsillitis

**+** **Laryngopharynx:-**

<ul style="list-style-type: none"> <li>-plummer-venson syndrome</li> <li>-Pharyngeal pouch</li> <li>-Tumours of hypopharynx</li> <li><b>+ Nose:-</b></li> <li>- Anatomy of the nose</li> <li>- Inflammation of the nose</li> <li>i-Acute: <ul style="list-style-type: none"> <li>1- Frunclosis of the vestibule</li> <li>2-Rhinitis</li> <li>3-Nasal diphtheria</li> </ul> </li> <li>ii- Chronic rhinitis: <ul style="list-style-type: none"> <li>1-Chronic hypertrophic rhinitis</li> <li>2- Atrophic rhinitis</li> <li>3- Chronic specific rhinitis</li> </ul> </li> <li>* Rhinoscleroma</li> <li>*Lupus of the nose</li> <li>* Syphilis of the nose</li> </ul>		
<p>C. State update and evidence based Knowledge of:</p> <ul style="list-style-type: none"> <li>-Tumors of the larynx</li> <li>- Nasopharyngeal malignancy</li> <li>-Tumours of hypopharynx</li> </ul>		
<p>D. Mention the basic ethical and medicolegal principles relevant to ENT.</p>		
<p>E. Mention the basics of quality assurance to ensure good clinical care in ENT.</p>		
<p>F. Mention the ethical and scientific principles of medical research.</p>		
<p>G. State the impact of common health problems in the field of ENT on the society.</p>		

## B-Intellectual outcomes

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

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	lectures, seminars, tutorial. Clinical round case presentation	Assessment of practical skills -Logbook
B. Order the following non invasive & invasive diagnostic procedures: -Routine appropriate Lab investigations related to conditions mentioned in A.A. <hr/> X ray Chest. -CT& MRI head and neck. -Basics audiological testing. -Phoniateric consultation. -Sleep analysis. -Pre-operative embolization. -Pathology reports. <hr/> -Sleep analysis. -Pre-operative embolization. -Pathology reports.		
C. Interpret the following non invasive & invasive diagnostic procedures: -Routine appropriate Lab investigations		

<p>related to conditions mentioned in A.A</p> <ul style="list-style-type: none"> <li>-X ray Chest.</li> <li>-CT&amp; MRI head and neck.</li> <li>-Basics audiological testing.</li> <li>-Phoniateric consultation.</li> <li>-Sleep analysis.</li> <li>-Pre-operative embolization.</li> <li>-Pathology reports.</li> </ul>		
<p>D. Perform the following non invasive &amp; invasive Diagnostic and therapeutic procedures.</p> <ul style="list-style-type: none"> <li>-Drainage of an abscess.</li> <li>-Endoscopy.</li> <li>-Lymph node biopsy.</li> </ul>		
<p>E. Prescribe the following non invasive &amp; invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>-Prescribe proper treatment for conditions in A.A</li> <li>-<u>Otologic surgery</u> : <ul style="list-style-type: none"> <li>▪ Myringotomy</li> <li>▪ Myringotomy with insertion pressure equalization tubes</li> <li>▪ Cortical mastoidectomy</li> <li>▪ Removal of foreign body from external auditory canal</li> <li>▪ Simple removal of aural polyp</li> </ul> </li> <li>-<u>Nasal surgery</u>: <ul style="list-style-type: none"> <li>▪ Drainage of septal haematoma &amp; abscess</li> <li>▪ Submucous resection</li> <li>▪ Partial turbinectomy</li> <li>▪ Nasal polypectomy</li> <li>▪ Simple removal of antrochoanal polyp</li> <li>▪ Repair of fracture nasal bones</li> <li>▪ Calwell luc's operation</li> </ul> </li> <li>-<u>Pharyngeal operation</u>: <ul style="list-style-type: none"> <li>▪ Adenoidectomy</li> <li>▪ Tonsillectomy</li> <li>▪ Drainage of Quinsy</li> <li>▪ Endoscopic removal of coin</li> <li>▪ Removal of foreign body in oropharynx</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>▪ Biopsy from the nose &amp; oropharynx</li> <li>▪ Assist in UPPP Uvulopalatopharyngoplasty</li> </ul> <p><u>-Laryngeal:</u></p> <ul style="list-style-type: none"> <li>• Tracheotomy</li> <li>• Observe drainage of parapharyngeal and neck suppurations.</li> </ul>		
<p>F. Carry out patient management plans for common conditions related to Otolaryngology head &amp; neck surgery.</p>		
<p>G. Use information technology to support patient care decisions and patient education in common clinical situations related to Otolaryngology head &amp; neck surgery</p>		
<p>H-Provide health care services aimed at preventing health problems related to Otolaryngology head &amp; neck surgery <b>like:</b></p> <ul style="list-style-type: none"> <li>- infective and neoplastic ENT diseases.</li> <li>- hospital acquired infections.</li> <li>- Nasal &amp; laryngeal granulomas.</li> <li>- Cross- transmission of URTIs (flu/common cold influenza)</li> <li>- Recurrence of some ENT diseases.</li> </ul>		
<p>I-Provide patient-focused care in common conditions related to Otolaryngology head &amp; neck surgery, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A.</p>		
<p>J. Write competently all forms of forms of patient chart and sheet</p>		

### D- General Skills

#### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Perform data management including data entry and analysis.</p>	<ul style="list-style-type: none"> <li>-Observation and supervision</li> <li>-Written and oral communication</li> </ul>	<p>Log book</p>

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

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

**Time Schedule: First PART**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>A- Larynx:-</b>				
- Symptoms of laryngeal diseases	<b>A-G</b>	<b>A-C</b>	A-E	<b>A-E</b>
- Congenital diseases	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
- Trauma to larynx	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
- Inflammation of the larynx: i- Acute non specific laryngitis in adults ii- Acute non specific laryngitis in children iii- Chronic non specific laryngitis iv- Chronic specific laryngitis	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
- Tumours of the larynx i- Benign tumours 1- Papillomas 2- Angioma 3- Chondroma ii- Cancer larynx - Etiology - Pathology - Clinical picture - Investigation - Treatment - Prognosis	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
<b>B- Pharynx:</b>				
- Anatomy of the pharynx	<b>A-G</b>	<b>A-C</b>	A-E	<b>A-E</b>
- Nasopharyngeal trauma	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
- Nasopharyngeal malignancy	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
<b>C- Oropharynx:</b>				
-Congenital diseases of the oropharynx	<b>A-G</b>	<b>A-C</b>	A-E	<b>A-E</b>
- Traumatic diseases of the oropharynx	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>

<p>-Inflammatory diseases</p> <p>i- Acute</p> <p>1- Acute non-specific pharyngitis</p> <p>2- Acute specific</p> <ul style="list-style-type: none"> <li>-Diphtheria</li> <li>- Vincent angina</li> <li>- Monilia</li> </ul> <p>3 – Pharyngitis with blood diseases</p> <ul style="list-style-type: none"> <li>-Agrnulocytosis</li> <li>–Acute leukemia</li> </ul> <p>4 – Pharyngitis with systemic diseases</p> <ul style="list-style-type: none"> <li>–Infectious mononucleosis</li> <li>-Behcet's syndrome</li> <li>–Aphthus ulcer</li> </ul> <p>ii- Chronic</p> <p>1- Chronic non-specific pharyngitis</p> <p>2- Chronic specific</p> <ul style="list-style-type: none"> <li>-Scleroma</li> <li>-Syphilis</li> <li>-TB</li> </ul> <p>iii- Inflammation of the lymphoid tissue of the pharynx</p> <p>1–Adenoiditis</p> <p>2-Acute and chronic tonsillitis</p>	<b>A-G</b>	<b>A-C</b>	<b>A-J</b>	<b>A-E</b>
<b>D-Laryngopharynx:-</b>				
-plummer-venson syndrome	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
–Pharyngeal pouch	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
–Tumours of hypopharynx	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>
<b>E-Nose:-</b>				
- Anatomy of the nose	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>
<p>– Inflammation of the nose</p> <p>i-Acute:</p> <p>1- Frunclosis of the vestibule</p> <p>2–Rhinitis</p> <p>3–Nasal diphtheria</p>	<b>A-G</b>	<b>A-C</b>	A-J	<b>A-E</b>



ii- Chronic rhinitis: 1-Chronic hypertrophic rhinitis 2- Atrophic rhinitis 3- Chronic specific rhinitis * Rhinoscleroma *Lupus of the nose * Syphilis of the nose				
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**5. Methods of teaching/learning:**

1. Didactic ; Lectures
2. Clinical rounds
3. Seminars
4. Clinical rotations
5. Service teaching
6. Post graduate teaching
7. Perform under supervision of senior staff
8. Case presentation
9. Written & oral communication
10. Observation

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

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

**7. Assessment methods:**

- i. **Assessment tools:**
  - 1-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: 2<sup>nd</sup> part**
- iii. **Marks: 100(40+30+30)**

**8. List of references**

**i. Lectures notes**

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

**ii. Essential books**

1. Synopsis of Otolaryngology 5th edition (January 20, 1992).
2. Scott-Brown's Otorhinolaryngology and Head and Neck Surgery, Eighth Edition, 2018

**iii. Recommended books**

- Illustrated ENT

**iv. Periodicals, Web sites, ... etc**

- Journal of voice
- Laryngoscope
- Annals of Otorhinolaryngology
- Acta of Otorhinolaryngology

**V. others**

None

**9. Signatures**

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

## Second Part









### Specialized courses

Course Titles' list	% from total Marks	Level (Year)	Core Credit points		
			Didactic	training	Total
-Course 6 :(Phoniatic 1); Communicative disorders and rehabilitation).	90.3%	1,2,3	14	107	121
- Course 7: (Phoniatic 2); Neurological & Psychiatric disorders).	6.7%	2	6	3	9
- Course 8: (Phoniatic 3);Audiology, Plastic surgery and Endocrinology.	3%	3	4	-	4
<b>Total No. of Courses =3:</b>	100%	3 years	24	110	134

## Course 6: Phoniatics 1(Communicative disorders, assessment and rehabilitation)

**Name of department: Phoniatic Unit**  
**Faculty of medicine**  
**Assiut University**  
**2022-2023**

### 1. Course data

-  **Course Title: Communicative disorders, assessment and rehabilitation**
-  **Course code: PHO230F**
-  **Specialty: *Phoniatic disorders.***
  
-  **Number of credit points:121 credit point, didactic 14 credit point (11.5%) and Practical 107CP(88.5%)**
  
-  **Department (s) delivering the course: Phoniatic Unit – ENT Departement, Faculty of Medicine- Assiut University.**
-  **Coordinator (s):**
  - Course coordinator:**  
Pr. Dr. Emad Kamel
  - Assistant coordinator (s)**  
Dr. Eman Sayed
  
- Date last reviewed: 7-2022**
-  **General requirements (prerequisites) if any :**  
None
-  **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## **This course consists of 4 Units (Modules)**

**1-Unit (Module) 1: Language and learning disorders & rehabilitation.**

**2- Unit (Module) 2: Speech disorders & rehabilitation.**

**3- Unit (Module) 3: Voice disorders & rehabilitation.**

**4- Unit (Module) 4: Swallowing disorders & rehabilitation.**

<b>Modules (units) Titles' list</b>	<b>% from total Marks</b>	<b>Level (Year)</b>	<b>Core Credit points</b>		
			<b>Didactic</b>	<b>training</b>	<b>Total</b>
-Course 6:(Phoniatic 1); Communicative disorders and rehabilitation).	90.3%	1,2,3	14	107	121
- Module 1- language disorders& Rehabilitation	33.5%	1,2,3	4.5	36	40.5
- Module 2- Speech disorders& Rehabilitation	31.8%	1,2,3	4.5	34	38.5
- Module 3-Voice disorders& Rehabilitation	31.4%	1,2,3	4	34	38
- Module 4- swallowing disorders &Rehabilitation.	3.3%	3	1	3	4
<b>Total No. of units =4</b>	100%	3 years	14	107	121

## 2. Course aims

1. To enable candidates to Acquire satisfactory level of clinical skills, bedside care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of Communicative disorders and enabling the candidates of making appropriate referrals to a sub-specialist.
2. Provide candidates with fundamental knowledge and skills of dealing with patients, with Communicative disorders.
- 3- To improve knowledge about factors affecting language acquisition and prerequisites of normal voice production.
- 4- To learn candidates to develop skills for counseling the patients with communicative disorders.
- 5- To give opportunities to evaluate and manage a broad variety of communicative disorders.
- 6-To learn candidates to develop skills for using diagnostic tools (as rigid and flexible endoscopies, etc

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

#### Unit 1 Language disorders & rehabilitation and learning disability

#### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <p><b>1- Delayed language development</b>            A-Hearing impairment            B- Attention deficit hyperactivity disorders            C- Mental retardation            D- Brain damage motor handicapped child            E-Autism            F- Idiopathic            G- Environmental deprivation            H- Bilingualism</p> <p><b>2- Dysphasia</b>            A-perceptive type            B-Expressive type            c- Mixed type</p> <p><b>3- Learning disability</b></p>	<p>Didactic;            -Lectures            -Clinical rounds            -Seminars            -Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year            -log book &amp; portfolio            - MCQ examination at the second year            -Oral and written exam</p>
<p>B. OUTLINE the principles of :</p> <ul style="list-style-type: none"> <li>-Memory</li> <li>- Effect of high bilirubin on auditory nerve</li> <li>- Development of attention</li> <li>- Types of brain damage( minimal, localized and diffuse)</li> <li>- Types of pervasive disorders</li> <li>- Cerebro vascular stroke ( Types and etiology)</li> </ul>		

<p>C. State update and evidence based Knowledge of</p> <p><b>1- Delayed language development</b></p> <p>A-Hearing impairment  B- Attention deficit hyperactivity disorders  C- Mental retardation  D- Brain damage motor handicapped child  E-Autism  F- Idiopathic  G- Environmental deprivation  H- Bilingualism</p> <p><b>2- Dysphasia</b></p> <p>A-perceptive type  B-Expressive type  c- Mixed type</p> <p><b>3- Learning disability</b></p>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to language development.</p>		
<p>E. Mention the basic ethical and medicolegal principles relevant to language disorders.</p>		
<p>F. Mention the basics of quality assurance to ensure good clinical care in language disorders.</p>		
<p>G. Mention the ethical and scientific principles of medical research.</p>		
<p>H. State the impact of common health problems in the field of language acquisition on the society.</p>		



## B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to <b>Language development.</b>	-Clinical case presentation -Senior staff experience	Procedure/case presentation Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to <b>Language development.</b>		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of language disorders.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching)	OSCE at the end of each year -log book & portfolio - One MCQ examination at the second half of the

		second year and another one in the third year
<p>B. Order the following non invasive diagnostic procedures:</p> <ol style="list-style-type: none"> <li>1- Psychometric test</li> <li>2- Arabic language test</li> <li>3- Arabic reading test</li> <li>4- Illinois test of psycholinguistic abilities</li> <li>5- Articulation test</li> <li>6- Dysphasia test</li> <li>7- Audiological evaluation</li> <li>8- Psychiatric evaluation</li> <li>9- Pediatric evaluation</li> <li>10- Neurological evaluation</li> </ol>	<p>Clinical round with senior staff Observation Post graduate teaching Hand on workshops</p>	<p>-Procedure presentation - Log book - Chick list</p>
<p>C. Interpret the following non invasive diagnostic procedures</p> <ol style="list-style-type: none"> <li>1- Psychometric test</li> <li>2- Arabic language test</li> <li>3- Arabic reading test</li> <li>4- Illinois test of psycholinguistic abilities</li> <li>5- Articulation test</li> <li>6- Dysphasia test</li> </ol>	<p>Clinical round with senior staff</p>	<p>Procedure presentation - Log book - Chick list</p>
<p>D. Perform the following non invasive Diagnostic and therapeutic procedures.</p> <ol style="list-style-type: none"> <li>1- Family counseling</li> <li>2- Active language intervention</li> <li>3- Behavior modification therapy</li> </ol>	<p>Clinical round with senior staff -Perform under supervision of senior staff</p>	<p>Procedure presentation - Log book - Chick list</p>
<p>E. Prescribe the following non invasive therapeutic procedures:</p> <p>-Prescribe proper treatment for conditions in A.A</p>	<p>Clinical round with senior staff</p>	<p>- Procedure presentation - Log book</p>

<p>1- Family counseling</p> <p>2- Active language intervention</p> <p>3- Behavior modification therapy</p>		- Chick list
<p>F. Carry out patient management plans for common conditions related to <b>Language disorders</b>.</p>	<p>Clinical round with senior staff</p>	
<p>G. Use information technology to support patient care decisions and patient education in common clinical situations related to <b>Language disorders</b>.</p>		
<p>H-Provide health care services aimed at preventing health problems related to <b>Language disorders like:</b></p> <ul style="list-style-type: none"> <li>-Delayed diagnosis of treatable mental retardation.</li> <li>- Delayed diagnosis of hearing impairment.</li> <li>- Delayed diagnosis of autism.</li> <li>- Delayed diagnosis of dyslexic children.</li> </ul>		
<p>I-Provide patient-focused care in common conditions related to <b>Language disorders</b>, while working with health care professionals, including those from other disciplines like:</p> <p style="padding-left: 40px;">Conditions mentioned in A.A.</p>		
<p>K. 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)</p>		

**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(audit, log book)	-Case log -Observation and supervision -Written & oral communication	Procedure/case presentation -Log book and Portfolios
B. Appraises evidence from scientific studies(journal club)	-Journal clubs - Discussions in seminars and clinical rounds	
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.	Clinical rounds Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	Simulations Clinical round Seminars Lectures Case presentation Hand on workshops	Global rating Procedure/case presentation Log book Portfolios Chick list and
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in common problems related to <b>Language disorders</b> .	Clinical round Seminars	Clinical Exam
K. Write a report : -Patients communicative assessment report -Psychometric report	Senior staff experience	Chick list
L. Council patients and families about: <b>1- Delayed language development and its causes which include</b> A-Hearing impairment B- Attention deficit hyperactivity disorders C- Mental retardation D- Brain damage motor handicapped child E-Autism	Clinical round with senior staff	

<p>F- Idiopathic  G- Environmental deprivation  H- Bilingualism  <b>2- Dysphasia</b>  A-perceptive type  B-Expressive type  c- Mixed type  <b>3-Learning disability</b></p>		
<p>M. Council families about how to improve cognitive abilities of their children and how to encourage them to communicate.</p>		

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>N. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society</p>	<p>Observation  Senior staff experience  Case taking</p>	<p>1. Objective structured clinical examination  2. Patient survey</p>
<p>O. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices</p>		<p>1. 360o global rating</p>
<p>P. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities</p>		<p>1. Objective structured clinical examination  2. 360o global rating</p>

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
Q. Work effectively in relevant health care delivery settings and systems.	Observation Senior staff experience	1. 360o global rating
R. Practice cost-effective health care and resource allocation that does not compromise quality of care.		1. Check list evaluation of live or recorded performance
S. Assist patients in dealing with system complexities.		1. 360o global rating 2. Patient survey

## Unit 2 Speech disorders & rehabilitation

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <p>1-Stuttering</p> <p>2-Nasality</p> <p style="padding-left: 20px;">a. Open nasality</p> <p style="padding-left: 20px;">b. Closed nasality</p> <p style="padding-left: 20px;">c. Mixed nasality</p> <p>3- Dysarthria</p> <p style="padding-left: 20px;">a. Spastic dysarthria</p> <p style="padding-left: 20px;">b. Flaccid dysarthria</p> <p style="padding-left: 20px;">c. Extrapyrarnidal dysarthria</p> <p style="padding-left: 40px;">i. Hypokinetic</p> <p style="padding-left: 40px;">ii. Hyperkinetic</p> <p style="padding-left: 20px;">d. Cerebellar dysarthria</p> <p>4- Dyslalia</p>	<p>Didactic;</p> <p>-Lectures</p> <p>-Clinical rounds</p> <p>-Seminars</p> <p>-Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year</p> <p>-log book &amp; portfolio</p> <p>- MCQ examination at the second year</p> <p>-Oral and written exam</p>



<p>B. Illustrate the principles of:</p> <p>1-Stuttering</p> <p>2-Nasality</p> <p>    d. Open nasality</p> <p>    e. Closed nasality</p> <p>    f. Mixed nasality</p> <p>3- Dysarthria</p> <p>    a. Spastic dysarthria</p> <p>    b. Flaccid dysarthria</p> <p>    c. Extrapyramidal dysarthria</p> <p>        i. Hypokinetic</p> <p>        ii. Hyperkinetic</p> <p>    d. Cerebellar dysarthria</p> <p>4- Dyslalia</p>		
<p>C. State update and evidence based Knowledge of</p> <p>- Management of stuttering</p> <p>- Guidelines in management of nasality.</p> <p>-Guidelines in management of dysarthrias.</p>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to speech disorders.</p>		
<p>E. Mention the basic ethical and medicolegal principles relevant to speech disorders.</p>		
<p>F. Mention the basics of quality assurance to ensure good clinical care in management of cases with speech disorders.</p>		
<p>G. Mention the ethical and scientific principles of medical research.</p>		
<p>H. State the impact of common health problems in the field of speech disorders on the society.</p>		

## B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to speech.	Clinical rounds Senior staff experience	Procedure/case presentation Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to speech disorders.		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of speech disorders.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching)	OSCE at the end of each year -log book & portfolio - One MCQ examination at the second half of the second year and another one in the

		third year
<p>B. Order the following non invasive diagnostic procedures:</p> <ul style="list-style-type: none"> <li>-History taking</li> <li>-Auditory perceptual assessment of speech (APA) <ul style="list-style-type: none"> <li>- Articulation test</li> <li>- Psychometry</li> <li>- Nasometry</li> </ul> </li> </ul>	<p>Clinical round with senior staff</p> <p>Observation</p> <p>Post graduate teaching</p> <p>Hand on workshops</p>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive/invasive diagnostic procedures:</p> <ul style="list-style-type: none"> <li>- Articulation test</li> <li>- Psychometry</li> <li>- Nasometry</li> <li>-Acoustic analysis</li> <li>-Aerodynamic studies</li> <li>-EGG</li> </ul>	<p>Clinical round with senior staff</p>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>D. Perform the following non invasive/invasive Diagnostic and therapeutic procedures.</p> <ul style="list-style-type: none"> <li>- Articulation test</li> <li>- Psychometry</li> <li>- Nasometry</li> <li>-Acoustic analysis</li> <li>-Aerodynamic studies</li> <li>-EGG</li> </ul>	<p>Clinical round with senior staff</p> <p>-Perform under supervision of senior staff</p>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>E. Prescribe the following non invasive/invasive therapeutic procedures:</p> <ul style="list-style-type: none"> <li>-Prescribe proper treatment for conditions mentioned in A.A</li> <li>-Video nasofiberoscopy</li> <li>-EMG</li> </ul>	<p>Clinical round with senior staff</p>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>F. Carry out patient management plans for common</p>	<p>Clinical</p>	

conditions related to Speech disorders.	round with senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to Speech disorders.		
H-Provide health care services aimed at preventing health problems related to Speech disorders: -Delayed diagnosis of stuttering. - Delayed diagnosis of nasality.		
I-Provide patient-focused care in common conditions related to Speech disorders, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A.		

## 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(audit, logbook)	-Case log -Observation and supervision -Written & oral communication	Procedure/case presentation -Log book and Portfolios
B. Appraises evidence from scientific studies(journal club)	-Journal clubs - Discussions in seminars and clinical rounds	
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.	Clinical rounds Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	Simulations Clinical round Seminars Lectures Case presentation Hand on workshops	Global rating Procedure/case presentation Log book Portfolios Chick list and
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in common problems related to Speech disorders.	Clinical round Seminars	Clinical Exam
K. Write a report : -Patients' communicative assessment report -Nasofibroscopy report	Senior staff experience	Chick list
L. Council patients and families about: - How to deal with stuterers. - How to deal with a case of nasality. - How to deal with a case of dysartheria. - How to deal with a case of dyslalia.	Clinical round with senior staff	

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	Observation Senior staff experience Case taking	1. Objective structured clinical examination 2. Patient survey
N. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		1. 360o global rating
O. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		1. Objective structured clinical examination 2. 360o global rating

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
P. Work effectively in relevant health care delivery settings and systems.	Observation Senior staff experience	1. 360o global rating
Q. Practice cost-effective health care and resource allocation that does not compromise quality of care.		1. Check list evaluation of live or recorded performance
R. Assist patients in dealing with system complexities.		1. 360o global rating 2. Patient survey

## Unit 3 Voice disorders & rehabilitation

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <p><b>1- Organic voice disorder</b></p> <p>A- Congenital malformation            B- Inflammatory causes            C- Traumatic conditions            D- Laryngeal allergy            E- Laryngeal tumours:                -Benign                - Dysplasia                - Malignant</p> <p>F- Neurological disorders of the larynx            G- Endocrinopathis            H- Status post laryngectomy</p> <p><b>2- Non- organic (functional) voice disorders</b></p> <p>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</p> <p>B- Psychogenic voice disorders:            1- Psychogenic dysphonia            2- Psychogenic aphonia</p> <p><b>3- Minimal associated pathological lesions:</b></p> <p>1- Vocal fold nodules                - Juvenile type</p>	<p>Didactic;            -Lectures            -Clinical rounds            -Seminars            -Clinical rotations (service teaching)</p>	<p>-OSCE at the end of each year            -log book &amp; portfolio            - MCQ examination at the second year            -Oral and written exam</p>

<p style="text-align: center;">- Adult type</p> <p>2- Vocal fold polyp 3- Vocal fold cyst 4- Reinke's edema 5- Granulomas</p> <p style="text-align: center;">-Intubation - Contact</p>		
<p>B. Outline the principles of:</p> <p>1-Voice hygienic advice 2- Behavior modification voice therapy 3- Extirpation microlaryngophonosurgery 4- Post laryngectomy rehabilitation</p>		
<p>C. State update and evidence based Knowledge of - Management of voice disorders.</p>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to voice disorders.</p>		
<p>E. Mention the basic ethical and medicolegal principles relevant to voice disorders.</p>		
<p>F. Mention the basics of quality assurance to ensure good clinical care in management of cases with voice disorders.</p>		
<p>G. Mention the ethical and scientific principles of medical research.</p>		
<p>H. State the impact of common health problems in the field of voice disorders on the society.</p>		

### B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to voice.</p>	<p>Clinical rounds Senior staff experience</p>	<p>Procedure/case presentation Log book</p>



B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to voice disorders.		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of voice disorders.		

### C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching)	OSCE at the end of each year -log book & portfolio - One MCQ examination at the second half of the second year and another one in the third year
B. Order the following non invasive/invasive diagnostic procedures:-1- <i>History taking</i> 2- <i>Auditory perceptual assessment of voice (APA)</i> 3- <i>External laryngeal examination</i> 4- <i>Indirect microlaryngoscopy</i> 5- <i>Rigid endoscopy</i> 6- <i>Flexible nasofibroscopy</i>	Clinical round with senior staff Observation Post graduate teaching	-Procedure presentation - Log book - Chick list

<p>7- <i>Acoustic analysis and MDVP</i>  8- <i>Aerodynamic studies</i>  9- <i>Electroglottography</i></p>	Hand on workshops	
<p>C. Interpret the following non invasive/invasive diagnostic procedures:  1- <i>History taking</i>  2- <i>Auditory perceptual assessment of voice (APA)</i>  3- <i>External laryngeal examination</i>  4- <i>Indirect microlaryngoscopy</i>  5- <i>Rigid endoscopy</i>  6- <i>Flexible nasofibroscopy</i>  7- <i>Acoustic analysis and MDVP</i>  8- <i>Aerodynamic studies</i>  9- <i>Electroglottography</i></p>	Clinical round with senior staff	<p>Procedure presentation  - Log book  - Chick list</p>
<p>D. Perform the following non invasive/invasive Diagnostic and therapeutic procedures.  <i>External laryngeal examination</i>  1- <i>Indirect microlaryngoscopy</i>  2- <i>Rigid endoscopy</i>  3- <i>Flexible nasofibroscopy</i>  4- <i>Acoustic analysis and MDVP</i>  5- <i>Aerodynamic studies</i>  6- <i>Electroglottography</i>  7- <i>Counseling</i>  8- <i>Medical treatment</i>  9- <i>Voice therapy</i></p>	Clinical round with senior staff -Perform under supervision of senior staff	<p>Procedure presentation  - Log book  - Chick list</p>
<p>E. Prescribe the following non invasive/invasive therapeutic procedures:  -Prescribe proper treatment for conditions mentioned in A.A  -<i>Extirbation microlaryngophonosurgery</i></p>	Clinical round with senior staff	<p>- Procedure presentation  - Log book  - Chick list</p>
<p>F. Carry out patient management plans for common conditions related to voice disorders.</p>	Clinical round with	

	senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to voice disorders.		
H-Provide health care services aimed at preventing health problems related to voice disorders		
I-Provide patient-focused care in common conditions related to <b>voice</b> disorders, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A.		

### 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(audit, log book)	-Case log -Observation and supervision -Written & oral communication	Procedure/case presentation -Log book and Portfolios
B. Appraises evidence from scientific studies(journal club)	-Journal clubs - Discussions in seminars and clinical rounds	
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.	Clinical rounds Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	Simulations Clinical round Seminars Lectures Case presentation Hand on workshops	Global rating Procedure/case presentation Log book Portfolios Chick list and
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in common problems related to voice disorders.	Clinical round Seminars	Clinical Exam
K. Write a report : -Patients' voice assessment report - <i>Indirect microlaryngoscopy, Rigid endoscopy, Flexible nasofibroscopy report</i> - <i>Extirpation microlaryngophonosurgery report</i>	Senior staff experience	Chick list
L. Council patients and families about: - Voice hygienic advice. -How to deal with a case of post laryngectomy aphonia.	Clinical round with senior staff	

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	Observation Senior staff experience Case taking	1. Objective structured clinical examination 2. Patient survey
N. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		1. 360o global rating
O. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		1. Objective structured clinical examination 2. 360o global rating

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
P. Work effectively in relevant health care delivery settings and systems.	Observation Senior staff experience	1. 360o global rating
Q. Practice cost-effective health care and resource allocation that does not compromise quality of care.		1. Check list evaluation of live or recorded performance
R. Assist patients in dealing with system complexities.		1. 360o global rating 2. Patient survey

## Unit 4 Swallowing disorders & rehabilitation

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>- Dysphagia, its frequency and etiologies</li> <li>- <b>Protocol for assessment of dysphagia</b> <ul style="list-style-type: none"> <li>I- Preliminary diagnostic procedures:           <ul style="list-style-type: none"> <li>- History taking</li> <li>- Auditory perceptual assessment of speech and language of the patient</li> <li>- Preliminary visualization of oro-pharyngo-laryngeal tract</li> <li>- Neck examination</li> <li>- Neurological examination</li> <li>- Bed side trials of feeding to test swallowing function</li> </ul> </li> <li>II- Clinical diagnostic aids ( Imaging studies of oro-pharyngeal rejoin)           <ul style="list-style-type: none"> <li>- Videoendoscopy ( FEES) (FEESST)</li> <li>- Videofluoroscopy</li> <li>- Ultrasound studies of oral cavity</li> <li>- Scintigraphy</li> <li>- Imaging (High speed MRI, CT and MRI)</li> <li>- Formal testing of language, speech and cognitive abilities</li> </ul> </li> <li>III- Additional instrumental measures           <ul style="list-style-type: none"> <li>a) Manometry</li> </ul> </li> </ul> </li> </ul>	<p>Didactic;</p> <ul style="list-style-type: none"> <li>-Lectures</li> <li>-Clinical rounds</li> <li>-Seminars</li> <li>-Clinical rotations (service teaching)</li> </ul>	<ul style="list-style-type: none"> <li>-OSCE at the end of each year</li> <li>-log book &amp; portfolio</li> <li>- MCQ examination at the second year</li> <li>-Oral and written exam</li> </ul>

<ul style="list-style-type: none"> <li>b) Manofluroscopy</li> <li>c) EMG</li> <li>d) Pulse oximetry</li> <li>e) Other recent diagnostic measures</li> </ul> <p><b>- Treatment of oro-pharyngeal dysphagia</b></p> <ul style="list-style-type: none"> <li>a) Behavior readjustment therapy</li> <li>b) Intra oral prosthesis</li> <li>c) Surgical techniques</li> <li>d) EMG</li> <li>e) Internal feeding methods</li> </ul> <p>- Effect of aging on swallowing</p> <ul style="list-style-type: none"> <li>- Swallowing and feeding disorders in children</li> </ul>		
<p>B. Illustrate the principles of:</p> <ul style="list-style-type: none"> <li>- Normal adult swallow physiology</li> <li>- Normal infant swallow physiolog</li> </ul>		
<p>C. State update and evidence based Knowledge of</p> <ul style="list-style-type: none"> <li>- Management of swallowing disorders.</li> </ul>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to swallowing disorders.</p>		
<p>E. Mention the basic ethical and medicolegal principles relevant to swallowing disorders.</p>		
<p>F. Mention the basics of quality assurance to ensure good clinical care in management of cases with swallowing disorders.</p>		
<p>G. Mention the ethical and scientific principles of medical research.</p>		
<p>H. State the impact of common health problems in the field of swallowing disorders on the society.</p>		

## B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to swallowing.	Clinical rounds Senior staff experience	Procedure/case presentation Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to swallowing disorders.		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of swallowing disorders.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching)	OSCE at the end of each year -log book & portfolio - One MCQ examination at the second half of the second year



		and another one in the third year
<p>B. Order the following non invasive/invasive diagnostic procedures:- History taking</p> <ul style="list-style-type: none"> <li>- Auditory perceptual assessment of speech and language of the patient</li> <li>- Preliminary visualization of oro-pharyngo-laryngeal tract</li> <li>- Neck examination</li> <li>- Neurological examination</li> <li>- Bed side trials of feeding to test swallowing function</li> <li>- Videendoscopy ( FEES) (FEESST)</li> <li>- Videofluoroscopy</li> <li>- Ultrasound studies of oral cavity</li> <li>- Scintigraphy</li> <li>- Imaging (High speed MRI, CT and MRI)</li> <li>- Formal testing of language, speech and cognitive abilities</li> <li>- Manometry</li> <li>- Manofluoroscopy</li> <li>- EMG</li> <li>- Pulse oximetry</li> <li>- Other recent diagnostic measures</li> </ul>	<p>Clinical round with senior staff</p> <p>Observation</p> <p>Post graduate teaching</p> <p>Hand on workshops</p>	<p>-Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive/invasive diagnostic procedures: - History taking</p> <ul style="list-style-type: none"> <li>- Auditory perceptual assessment of speech and language of the patient</li> <li>- Preliminary visualization of oro-pharyngo-laryngeal tract</li> <li>- Neck examination</li> <li>- Neurological examination</li> <li>- Bed side trials of feeding to test swallowing function</li> <li>- Videendoscopy ( FEES) (FEESST)</li> <li>- Videofluoroscopy</li> </ul>	<p>Clinical round with senior staff</p>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>- Ultrasound studies of oral cavity</li> <li>- Scintigraphy</li> <li>- Imaging (High speed MRI, CT and MRI)</li> <li>- Formal testing of language, speech and cognitive abilities</li> <li>- Manometry</li> <li>- Manofluoroscopy</li> <li>- EMG</li> <li>- Pulse oximetry</li> <li>- Other recent diagnostic measures</li> </ul>		
<p>D. Perform the following non invasive/invasive Diagnostic and therapeutic procedures.</p> <ul style="list-style-type: none"> <li>- History taking</li> <li>- Auditory perceptual assessment of speech and language of the patient</li> <li>- Preliminary visualization of oro-pharyngo-laryngeal tract</li> <li>- Neck examination</li> <li>- Neurological examination</li> <li>- Bed side trials of feeding to test swallowing function</li> <li>- Videoendoscopy ( FEES) (FEESST)</li> <li>- Formal testing of language, speech and cognitive abilities.</li> <li>- Behavior readjustment therapy</li> </ul>	<p>Clinical round with senior staff</p> <p>- Perform under supervision of senior staff</p>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Check list</li> </ul>
<p>E. Prescribe the following non invasive/invasive therapeutic procedures:</p> <ul style="list-style-type: none"> <li>- Prescribe proper treatment for conditions mentioned in A.A</li> <li>- Intra oral prosthesis</li> <li>- Surgical techniques</li> <li>- EMG</li> <li>- Internal feeding methods</li> </ul>	<p>Clinical round with senior staff</p>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Check list</li> </ul>
<p>F. Carry out patient management plans for common conditions related to swallowing disorders.</p>	<p>Clinical round with senior staff</p>	

G. Use information technology to support patient care decisions and patient education in common clinical situations related to swallowing disorders.		
H-Provide health care services aimed at preventing health problems related to swallowing disorders		
I-Provide patient-focused care in common conditions related to swallowing disorders, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A.		

### 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(audit, log book)	-Case log -Observation and supervision -Written & oral communication	Procedure/case presentation -Log book and Portfolios
B. Appraises evidence from scientific studies(journal club)	-Journal clubs - Discussions in seminars and clinical rounds	
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.	Clinical rounds Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	Simulations Clinical round Seminars Lectures Case presentation Hand on workshops	Global rating Procedure/case presentation Log book Portfolios Chick list and
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in common problems related to swallowing disorders.	Clinical round Seminars	Clinical Exam
K. Write a report : - Patients medical report	Senior staff experience	Chick list
L. Council patients and families about: - Behavior readjustment therapy which include: - Postural techniques -Increased sensory input -Indirect swallowing therapy -Direct swallowing therapy - Modification of foods	Clinical round with senior staff	

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	Observation Senior staff experience Case taking	1. Objective structured clinical examination 2. Patient survey
N. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		1. 360o global rating
O. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		1. Objective structured clinical examination 2. 360o global rating

## Systems -Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
P. Work effectively in relevant health care delivery settings and systems.	Observation Senior staff experience	1. 360o global rating
Q. Practice cost-effective health care and resource allocation that does not compromise quality of care.		1. Check list evaluation of live or recorded performance
R. Assist patients in dealing with system complexities.		1. 360o global rating 2. Patient survey

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

**Time Schedule: Second part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>Unit 1 Language disorders and rehabilitation and learning disability</b>				
<b>1- Delayed language development</b>				
A- Hearing impairment	<b>A-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
B- Attention deficit hyperactivity disorders	<b>A-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
C- Mental retardation	<b>A-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
D- Brain damage motor handicapped child	<b>A-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
E- Autism	<b>A-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
F- Idiopathic	<b>A,C-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
G- Environmental deprivation	<b>A,C-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
H- Bilingualism	<b>A,C-H</b>	<b>A-D</b>	<b>A-J</b>	
<b>2- Dysphasia</b>				
A- perceptive type	<b>A,C-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
B- Expressive type	<b>A,C-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
c- Mixed type	<b>A,C-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
<b>3- Learning disability</b>	<b>A-H</b>	<b>A-D</b>	<b>A-J</b>	<b>A-S</b>
<b>Unit 2 Speech disorders and rehabilitation</b>				
<b>1- Stuttering</b>	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>2- Nasality</b>				
a. Open nasality	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
b. Closed nasality	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
c. Mixed nasality	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>3- Dysarthria</b>				
a. Spastic dysarthria	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
b. Flaccid dysarthria	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
c. Extraparamidal dysarthria	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
i. Hypokinetic	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
ii. Hyperkinetic	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>

d. Cerebellar dysarthria				
<b>4- Dyslalia</b>	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>Unit 3 Voice disorders and rehabilitation</b>				
<b>1- Organic voice disorder</b>				
A- Congenital malformation	<b>A,C-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
B- Inflammatory causes	<b>A,C-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
C- Traumatic conditions	<b>A,C-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
D- Laryngeal allergy	<b>A,C-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
E- Laryngeal tumours:				
-Benign	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Dysplasia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Malignant	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
F- Neurological disorders of the larynx	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
G- Endocrinopathis	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
H- Status post laryngectomy	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>2- Non- organic (functional) voice disorders</b>				
A- Habitual voice disorders:	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
1- Hyperfunctionl childhood dysphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
2- Hyperfunctionl dysphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
3- Mutational voice disorders	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
4- Hypofunctionl dysphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
5- Phonasthenia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
6- Ventricular dysphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
7- Habitual aphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
B- Psychogenic voice disorders:	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
1- Psychogenic dysphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
2- Psychogenic aphonia	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>3- Minimal associated pathological lesions:</b>				
1- Vocal fold nodules				
- Juvenile type	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Adult type	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
2- Vocal fold polyp	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
3- Vocal fold cyst	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>

4- Reinek's edema	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
5- Granulomas				
-Intubation	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Contact	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>Unit 4 Swallowing disorders and rehabilitation</b>				
-Dysphagia, its frequency and etiologies	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
-Normal adult swallow physiology	<b>A,B</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
-Normal infant swallow physiology	<b>A,B</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>-Protocol for assessment of dysphagia</b>				
<i>1- Preliminary diagnostic procedures:</i>	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-History taking	<b>A</b>		<b>A-I</b>	<b>A-R</b>
-Auditory perceptual assessment of speech and language of the patient	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Preliminary visualization of oro-pharyngo-laryngeal tract	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Neck examination	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Neurological examination	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Bed side trials of feeding to test swallowing function	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
<i>2- Clinical diagnostic aids (Imaging studies of oro-pharyngeal rejoin)</i>	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Videoendoscopy ( FEES) (FEESST)	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Videofluoroscopy				
-Ultrasound studies of oral cavity	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Scintigraphy	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
-Imaging (High speed MRI, CT	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>



and MRI)				
-Formal testing of language, speech and cognitive abilities	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
<i>3- Additional instrumental measures:</i>				
a) Manometry	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
b) Manofluroscopy	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
c) EMG	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
d) Pulse oximetry	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
e) Other recent diagnostic measures	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
<b>Treatment of oro-pharyngeal dysphagia</b>				
a) Behavior readjustment therapy	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
b) Intra oral prosthesis	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
c) Surgical techniques	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
d) EMG	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
e) Internal feeding methods	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
- Effect of aging on swallowing	<b>A</b>	<b>A,B</b>	<b>A-I</b>	<b>A-R</b>
- Swallowing and feeding disorders in children	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>

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

1. Didactic (lectures, seminars, tutorial)
2. Outpatient
3. Case presentation
4. Direct observation
5. journal club
6. Critically appraised topic.
7. Educational prescription
8. Senior staff experience

9. Case log
10. Observation and supervision
11. Written & oral communications
12. Simulation
13. Hand on work shop
14. Service teaching
15. Perform under supervision of senior staff
16. Postgraduate teaching

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

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

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

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

1. Oral examination
2. Clinical examination
3. Written examination
4. Objective structure clinical examination (OSCE)
5. Procedure/case Log book and Portfolios
6. Simulation
7. Record review (report)
8. Patient survey
9. 360o global rating
10. Check list evaluation of live or recorded performance
11. MCQ Exam

### **ii. Time schedule: 2<sup>nd</sup> part**

### **iii. Marks: 700(240+230+230).**

## 8. List of references

### i. Lectures notes

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

### ii. Essential books

- **Evidence –Based Laryngology (David E Rosow and Chandrea M.Ivey.2021).**
- **Office-Based Laryngeal surgery (Abdul-Latif Hamdan, Robert Thayer and Mary JHawkshaw2022).**
- **Phoniatric 1(fundamentals voice disorders, disorders of language and hearing)2020**
- **Dysphagia clinical management in adult and children (Michael a Crary.2016).**
- **Self-therapy for the stutterer (Malcolm Fraser .eleventh edition2010)**
- **Motor Speech Disorders Joseh R 2005,2<sup>nd</sup> edition.**
- **Motor Speech Disorders: Substrates, Differential Diagnosis, and Management ,2015, Mosby.**
- **Sleep apnea & snoring: surgical and non surgical therapy Michael Friedman 2009**
- **Scott brown otolaryngology head and neck surgery Michael Gleeson 2008**

- **Phonology "Assessment and Intervention applications in speech pathology"** Robert J. Lowe 1994; ISBN10: 0683052055; ISBN13: 978-0683052053
- **Research design in speech pathology and audiology** Franklin H. Silverman 1977
- **Dysphasia** Newman/ Epstein 1985
- **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
- **Principles of Experimental Phonetics** Norman J. Lass 1996
- **Appraisal and diagnosis of speech and language disorders** Peterson & Marquardt 1981
- **Counseling in speech-language pathology and audiology** Jane Scheuerle 1992
- **Aphasia** Arnold Pick 1973
- **Microcomputers in speech, language and hearing** Jack F. Curtis 1987

**iii. Recommended books**

**iv. Periodicals, Web sites, ... etc**

- Journal of voice
- Laryngoscope
- Annals of Otorhinolaryngology
- Acta of Otorhinolaryngology
- Folia Phoniatica
- Journal of Speech and Hearing Research
- Journal of Speech and Hearing Disorders

**v. Others**

None

<b>9. Signatures</b>
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<b>Course Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....

## Course 7: Phoniatics2 (Neurological & Psychiatric disorders)

### This course consists of 2 Units (Modules)

Unit (Module) 1: Neurological disorders

Unit (Module) 2: Psychiatric disorders

## Course7; Unit (Module) 1: Neurological disorders

### 1. Unit data

- ✚ Course title: Phoniatrics 2 (Neurological& Psychiatric disorders).
- ✚ Unit (Module) Title: Neurological disorders.
- ✚ Unit (Module) code: PHO220
- ✚ Specialty is Phoniatic disorders.
- ✚ **Number of credit point: 5.5credit point, didactic 3 credit point (54.6%) and practical 2.5 CP(45.4%).**
- ✚ Department (s) delivering the course: Neurology  
Department in conjunction with Phoniatic Unit
- ✚ Coordinator (s): Staff. Members of Neurology Department in conjunction with phoniatic unit according to annual departmental councils.
- ✚ Date last reviewed: 7-2022.
- ✚ Requirements (prerequisites) if any :None

## 2. Unit aims

- The student should acquire the neurological background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.
- The student should acquire the Neurological Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.

## 3. Intended learning outcomes (ILOs):

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <p>1- Cerebro vascular stroke:</p> <ul style="list-style-type: none"> <li>-Definition</li> <li>- Types of stroke</li> <li>- Transient ischemic attacks</li> <li>- Vascular occlusive syndrome</li> <li>- Management of stroke</li> </ul> <p>2- Muscle diseases:</p> <ul style="list-style-type: none"> <li>- Myopathies</li> <li>- Myathenia</li> <li>- myotonia</li> </ul> <p>3- Motor neuron diseases</p> <p>4- Extrapyrarnidal syndromes:</p> <ul style="list-style-type: none"> <li>- Parkinsonism</li> <li>- Chorea</li> <li>- Athetosis</li> </ul>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Case presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Written and oral examination</li> <li>- Log book</li> </ul>

<p>5- Epilepsy:</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Aetiology</li> <li>- Types:- <ul style="list-style-type: none"> <li>A- Idiopathic epilepsy: <ul style="list-style-type: none"> <li>* Petit- Mal epilepsy</li> <li>* Grand- Mal Epilepsy</li> <li>* Myoclonic epilepsy</li> </ul> </li> <li>B- Symptomatic epilepsy <ul style="list-style-type: none"> <li>* Somatic: <ul style="list-style-type: none"> <li>- Motor</li> <li>- Sensory</li> </ul> </li> <li>* Autonomic</li> </ul> </li> </ul> </li> <li>- Treatment of epilepsy</li> </ul> <p>6- Demylenating diseases</p> <p>7- Syringomyelia</p> <p>8- Peripheral neuritis</p> <p>9- Cerebellum and ataxias</p> <p>10- brain tumours</p> <p>11- Meningitis</p> <p>12- Encephalitis</p> <p>13- Neurosyphilis</p>		
<p>B. Outline in details:</p> <p>1-Anatomy of:</p> <ul style="list-style-type: none"> <li>- Cerebral cortex</li> <li>- Upper and lower motor neuron system</li> <li>- Cranial nerves</li> </ul> <p>2- Blood supply of the brain</p>		
<p>C. State update and evidence based Knowledge of:</p> <ul style="list-style-type: none"> <li>- Management of stroke</li> <li>- Treatment of epilepsy</li> <li>- brain tumours</li> </ul>		
<p>D. Memorize the facts and principles of the relevant basic supportive sciences related to Neurology.</p>		
<p>E. Mention the basic ethical and medicolegal principles relevant to Neurology.</p>		



F. Mention the basics of quality assurance to ensure good clinical care in Neurology.		
G. Mention the ethical and scientific principles of medical research.		
H. State 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. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Neurology.	-Clinical rounds Senior staff experience	-Logbook and Portfolios -Procedure and case presentation
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Neurology.		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of the Neurology.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic;</li> <li>-Lectures</li> <li>-Clinical rounds</li> <li>-Seminars</li> <li>-Clinical rotations (service teaching)</li> </ul>	<ul style="list-style-type: none"> <li>-OSCE</li> <li>-log book &amp; portfolio</li> <li>-Clinical exam in internal medicine</li> </ul>
<p>B. Order the following non invasive/invasive diagnostic procedures:</p> <ul style="list-style-type: none"> <li>- History taking</li> <li>- Clinical examination</li> <li>-Referral to Neurologist</li> <li>- Investigations related to conditions mentioned in A.A</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>Observation</li> <li>-Post graduate teaching</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive/invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- investigations related to conditions mentioned in A.A</li> </ul>	<p>Clinical round with senior staff</p>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>D. Perform the following non invasive/invasive Diagnostic and therapeutic procedures:</p>	<p>Clinical round with senior staff</p> <ul style="list-style-type: none"> <li>-Perform under supervision of senior staff</li> </ul>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>

E. Prescribe the following non invasive/invasive therapeutic procedures : -Prescribe proper treatment for conditions mentioned in A.A	Clinical round with senior staff	- Log book - Chick list
F. Carry out patient management plans for common conditions related to Neurology as mentioned in A.A	Clinical round with senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to Neurology.		
H-Provide health care services aimed at preventing health problems related to Neurology.	Clinical round with senior staff	- Log book - Chick list
I-Provide patient-focused care in common conditions related to Neurology, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A.		

## 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(audit, log book)	-Case log -Observation and supervision -Written & oral communication -Journal clubs - Discussions in seminars and clinical rounds	Procedure/case presentation -Log book and Portfolios
B. Appraises evidence from scientific studies(journal club)		
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.		

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain 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. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in common problems related to Neurology.	Clinical round Seminars	Clinical Exam
K. Write a report : Neurological report.	Senior staff experience	Chick list
L. Council patients and families about: Conditions mentioned above in A.A.	Clinical round with senior staff	

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	Observation Senior staff experience Case taking	1. Objective structured clinical examination 2. Patient survey
N. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		1. 360o global rating
O. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		1. Objective structured clinical examination 2. 360o global rating

## Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
P. Work effectively in relevant health care delivery settings and systems.	Observation Senior staff experience	1. 360o global rating
Q. Practice cost-effective health care and resource allocation that does not compromise quality of care.		1. Check list evaluation of live or recorded performance
R. Assist patients in dealing with system complexities.		1. 360o global rating 2. Patient survey

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

### Time Schedule: second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>1-Anatomy of:</b>				
- Cerebral cortex	<b>A,B,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Upper and lower motor neuron system	<b>A,B,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Cranial nerves	<b>A,B,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>2- Blood supply of the brain</b>	<b>A,B,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>3- Cerebro vascular stroke:</b>	<b>A-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>4- Muscle diseases:</b>				
- Myopathies	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Myathenia	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- myotonia	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>5- Motor neuron diseases</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>6- Extrapyrarnidal syndromes:</b>				
- Parkinsonism	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Chorea	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
- Athetosis	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>7- Epilepsy</b>	<b>A,C,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>8- Demylenating diseases</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>9- Syringomyelia</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>10- Peripheral neuritis</b>	<b>A,B,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>11- Cerebellum and ataxias</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>12- brain tumours</b>	<b>A,C,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>13- Meningitis</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>14- Enchiphalitis</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>
<b>15- Neurosyphilis</b>	<b>A,D-H</b>	<b>A-D</b>	<b>A-I</b>	<b>A-R</b>

## 5. Methods of teaching/learning:

- 1- Didactic ; Lectures
- 2- Clinical rounds
- 3- Seminars
- 4- Clinical rotations
- 5- Service teaching
- 6- Post graduate teaching
- 7- Perform under supervision of senior staff
- 8- Case presentation
- 9- Written & oral communication
- 10- Observation

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

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

## 7. Assessment methods:

### i. Assessment tools:

1. Clinical examination
2. Written and oral examination
3. Check list
4. log book & portfolio
5. Procedure/case presentation
6. Objective structured clinical examination
7. Check list evaluation of live or recorded performance
8. Patient survey
9. 360o global rating

### ii. Time schedule: 2<sup>nd</sup> part

### iii. Marks: 150= 75+75

## 8. List of references

### i. Lectures notes

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

### ii. Essential books

clinical eurology notes of staff members 6<sup>th</sup> edition  
2017/2018,

### iii. Recommended books

### iv. Periodicals, , ... etc

Web sites: [www.pubmed.com](http://www.pubmed.com)

## **Course 7; Unit (Module) 2 : Psychiatric disorders.**

### **1. Unit data**

- + Course title: Psychiatric disorders.**
- + Unit Title: Psychiatric disorders.**
- + Course code: PHO220.**
- + Specialty is Phoniatic disorders**
  
- + Number of credit point: 3.5 credit point, didactic 3 credit point (85.7%) and practical 0.5CP(14.3%)**
- + Department (s) delivering the course: Psychiatric Unit in conjunction with Phoniatic Unit**
  
- + Coordinator (s): Staff members of Psychiatric Unit in conjunction with Phoniatic Unit as annually approved by both departments councils**
- + Date last reviewed:7-2022**
- + Requirements (prerequisites) if any :**
- + None**



## 2. Unit Aims

- The student should acquire the psychiatric Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.
- To make the students able to be familial with the diagnosis and management of common Psychiatric problems that may be encountered with Phoniatic disorders.

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <p>Symptomatology of psychiatric disorders</p> <p><b><u>Anxiety disorders</u></b></p> <ul style="list-style-type: none"> <li>• -Generalized Anxiety disorders</li> <li>• -Phobic disorders</li> <li>• - Panic disorders.</li> <li>• - Obsessive compulsive disorders.</li> <li>• -Post -traumatic stress disorders.</li> <li>• - Social anxiety disorders</li> </ul> <p><b><u>Dissociative disorders.</u></b></p> <p><b><u>Somatoform disorders</u></b></p> <ul style="list-style-type: none"> <li>• -somatization disorders.</li> <li>• -Conversion disorders.</li> <li>• Hypochondriasis.</li> <li>• Body dysmorphic disorders.</li> <li>• -somatoform pain disorders.</li> <li>• -Mood disorders.</li> <li>• -Schizophrenia.</li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination</p> <p>- Log book</p>

<p><b><u>Child Psychiatry</u></b></p> <ul style="list-style-type: none"> <li>• Autistic disorders.</li> <li>• Conduct disorders.</li> <li>• Attention deficit hyperactivity disorders.</li> <li>• Mental subnormality.</li> </ul> <p>-Psychiatric speech disorders in children and adolescent -Psychometry -Consultation liaison psychiatry</p>		
<p>B. State update and evidence based Knowledge of: 1- Etiological theories of Psychiatric disorders 2- Management of Psychiatric and neurotic disorders</p>		
<p>C. Memorize the facts and principles of the relevant basic supportive sciences related to Psychiatry</p>		
<p>D. Mention the basic ethical and medicolegal principles relevant to Psychiatry</p>		
<p>E. Mention the basics of quality assurance to ensure good clinical care in Psychiatry.</p>		
<p>F. Mention the ethical and scientific principles of medical research.</p>		
<p>G. State the impact of common health problems in the field of Psychiatry on the society.</p>		

### **B-Intellectual outcomes**

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

## C-Practical skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<p>-Didactic; -Lectures -Clinical rounds -Seminars -Clinical rotations (service teaching)</p>	<p>-OSCE -log book &amp; portfolio -Clinical exam in internal medicine</p>
<p>B. Order the following non invasive/invasive diagnostic procedures:</p> <ul style="list-style-type: none"> <li>- History taking</li> <li>- Clinical examination</li> <li>-Referral to Psychiatrist</li> <li>- Investigations related to conditions mentioned in A.A</li> </ul>	<p>-Clinical round with senior staff Observation -Post graduate teaching</p>	<p>-Procedure presentation - Log book - Chick list</p>
<p>C. Interpret the following non invasive/invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- investigations related to conditions mentioned in A.A</li> </ul>	<p>Clinical round with senior staff</p>	<p>Procedure presentation - Log book - Chick list</p>
<p>D. Perform the following non invasive/invasive Diagnostic and therapeutic procedures:</p>	<p>Clinical round with senior staff -Perform under supervision of senior staff</p>	<p>Procedure presentation - Log book - Chick list</p>

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

### Professionalism

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

### Systems-Based Practice

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

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

**Time Schedule: Second part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
<b>Psychiatric disorders:</b>				
Symptomatology of psychiatric disorders	<b>A</b>	<b>A</b>	-	<b>A-E</b>
<b><u>Anxiety disorders</u></b>	<b>A-G</b>	<b>A,B</b>	A-D	<b>A-E</b>
<ul style="list-style-type: none"> <li>• -Generalized Anxiety disorders</li> <li>• -Phobic disorders</li> <li>• - Panic disorders.</li> <li>• - Obsessive compulsive disorders.</li> <li>• -Post -traumatic stress disorders.</li> <li>• - Social anxiety disorders</li> </ul>	<b>A-G</b>	<b>A,B</b>	A-D	<b>A-E</b>
<b>Dissociative disorders.</b>				
<b><u>Somatoform disorders</u></b>	<b>A-G</b>	<b>A,B</b>	A-D	<b>A-E</b>
<ul style="list-style-type: none"> <li>• -somatization disorders.</li> <li>• -Conversion disorders.</li> <li>• Hypochondriasis.</li> <li>• Body dysmorphic disorders.</li> <li>• -somatoform pain disorders.</li> <li>• -Mood disorders.</li> <li>• -Schizophrenia.</li> </ul>	<b>A-G</b>	<b>A,B</b>	A-D	<b>A-E</b>
<b><u>Child Psychiatry</u></b>				
<ul style="list-style-type: none"> <li>• Autistic disorders.</li> <li>• Conduct disorders.</li> <li>• Attention deficit hyperactivity disorders.</li> <li>• Mental subnormality.</li> </ul>				
-Psychiatric speech disorders in children and adolescent				
-Psychometry	<b>A-G</b>	<b>A,B</b>	A-D	<b>A-E</b>
-Consultation liaison psychiatry				

### 5. Methods of teaching/learning:

- 1-Didactic (lectures, seminars, tutorial)
- 2- out patient
- 3-Direct observation
- 4-journal club,
- 5-Critically appraised topic,
- 6-Educational prescription
- 7-Senior staff experience
- 8-Case log
- 9-Written & oral communications
- 10-Observation & supervision

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

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

### 7. Assessment methods:

**i. Assessment tools:**

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

**ii. Time schedule: 2<sup>ND</sup> PART**

**iii. Marks: 150(75+75)**

### 8. List of references

**i. Lectures notes**

Staff members print out of lectures and/or CD

•  
copies

**ii. Kaplan and SOADACK IN CLINICAL Psychiatry , edition 2021**

**iii. Recommended books NONE**

**iv. Periodicals, Web sites, ... etc**

### 9. Signatures

<b>Course Coordinator</b>	
<b>Unit 1 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....
<b>Unit 2 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....

**Course (8): Phoniatics3 (Audiology & plastic surgery &, Endocrinology)**

**This course consists of 3 Units(Modules)**

- Unit (Module) 1: Audiology
- Unit (Module) 2: Plastic surgery
- Unit (Module) 3: Endocrinology

**Course 8;Unit (Module) 1: Audiology**

**1. Unit data**

- + **Course title: Phoniatics3.**
- + **Unit Title: Audiology**
- + **course code: PHO230G#**
  
- + **Specialty is Phoniatic disorders**
  
- + **Number of credit point: 1.5 credit point, didactic 1.5 credit point (100%) and practical 0 CP.**

**Department (s) delivering the course:** Audiology Unit, ENT  
Department in conjunction with Phoniatic Unit

- + **Coordinator (s):** Prof. Dr. Mohamed Salama
- + **Date last reviewed: 7-2022.**
- + **Requirements (prerequisites) if any :**
  - + **None**

## 2. UNIT aims

- The student should acquire the Audiological Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.
- To make the students able to be familiar with the diagnosis of common Audiological problems that may be encountered with Phoniatic disorders

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe details of:</p> <ul style="list-style-type: none"> <li>• Hearing impairment: types and causes.</li> <li>• Basic evaluation:               <ul style="list-style-type: none"> <li>-principles and objective                   <ul style="list-style-type: none"> <li>- Pure-tone audiometry, speech audiometry and immittancemetry.</li> <li>-Special level of testing: Rational and candidate.</li> </ul> </li> </ul> </li> <li>• High level of testing: -               <ul style="list-style-type: none"> <li>-objective and principles</li> <li>-Auditory evoked potentials, otoacoustic emission, central auditory testing and electronystagmography.</li> </ul> </li> <li>• Evaluation of infants and young children.</li> <li>• Hearing aids and rehabilitation (Introduction)</li> </ul>	<p>-Lectures</p>	<p>-Written and oral examination - Log book</p>
<p>B. Mention principles of:</p> <p>a- Basic evaluation: principles and objective Pure-tone audiometry, speech audiometry and immittancemetry</p> <p>b- Special level of testing: Rational and candidates</p> <p>c- High level of testing: objective and principles</p>		



Auditory evoked potentials, otoacoustic emission, central auditory testing and electronystagmography. d- Evaluation of infants and young children. e- Hearing aids and rehabilitation (Introduction).		
C. State update and evidence based Knowledge of: - Hearing aids and rehabilitation		
D. Mention the basic ethical and medicolegal principles relevant to Audiology.		
E. Mention the basics of quality assurance to ensure good clinical care in Audiology.		
F. Mention the ethical and scientific principles of medical research.		
G. State the impact of common health problems in the field of Audiology on the society.		

### B-intellectual outcomes

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

### C-Practical skills

Practical: 0 CP

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

### Professionalism

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

### Systems-Based Practice

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

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

### Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
A- Hearing impairment: types and causes	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>
B- Basic evaluation: principles and objective Pure-tone audiometry, speech audiometry and immittancemetry	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>
C- Spechial level of testing: Rational and candidates	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>
D- High level of testing: objective and principles Auditory evoked potentials, otoacoustic emission, central auditory testing and electronystagmography.	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>
E- Evaluation of infants and young children.	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>
F- Hearing aids and rehabilitation (Introduction).	<b>A-G</b>	<b>A-C</b>	-	<b>A-E</b>

## 5. Methods of teaching/learning:

1. Didactic ; Lectures
2. Clinical rounds
3. Seminars
4. Clinical rotations
5. Service teaching
6. Post graduate teaching
7. Perform under supervision of senior staff
8. Case presentation
9. Written & oral communication
10. Observation

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

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

## **7. Assessment methods:**

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

- 1-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: 2<sup>ND</sup> PART**

### **iii. Marks: 75(40+35)**

## **8. List of references**

### **i. Lectures notes**

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

### **ii. Essential books**

Medical audiology. disorders of hearing. (Martin,1981)

### **iii. Recommended books**

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

- 

### **v. others**

None

## COURSE 8;(Module) 2 Plastic surgery

### 1. Unit data

- ✚ **Course title: Phoniatics 3**
  - ✚ **Unit Title: Plastic Surgery**
  - ✚ **Unit code: PHO230G#**
  - ✚ **Specialty is Phoniatic disorders**
  
  - ✚ **Department (s) delivering the course:** Plastic Surgery Unit, in conjunction with Phoniatic Unit
- Number of credit point: 1.5 credit point, didactic 1.5 credit point (100%) and practical 0 CP.**
- ✚ **Coordinator (s):** According to annual approval of departmental councils
  - ✚ **Date last reviewed: 7-2022**
  - ✚ **Requirements (prerequisites) if any :**  
**None.**

## 2. UNIT aims

- The student should acquire the Plastic Surgical Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatic disorders.
- To make the students able to be familiar with the diagnosis of common Plastic Surgical problems that may be encountered with Phoniatic disorders

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe in details:</p> <ol style="list-style-type: none"> <li>1- Embryology of the oral region.</li> <li>2- Anatomy of the palate</li> <li>3- Physiology of the velopharyngeal valve</li> <li>4- Aetiology of cleft lip and palate</li> <li>5- Pathoanatomy and physiology of cleft lip and palate</li> <li>6- Classification of cleft lip and palate</li> <li>7-Primary surgery for cleft palate:               <ol style="list-style-type: none"> <li>a- Preoperative preparation</li> <li>b- philosophy of surgical treatment</li> <li>c- Post-operative management and complications</li> </ol> </li> <li>8- Secondary velopharyngeal incompetence:               <ol style="list-style-type: none"> <li>a- Aetiology</li> <li>b- Assessment</li> <li>c- Management</li> </ol> </li> </ol>	<p>-Lectures</p>	<p>-Written and oral examination - Log book</p>
<p>B. Mention the basic ethical and medicolegal principles relevant to Plastic surgery.</p>		
<p>C. Mention the basics of quality assurance to ensure good clinical care in Plastic surgery.</p>		
<p>D. Mention the ethical and scientific principles of medical research.</p>		
<p>E. State the impact of common health problems in the field of Plastic surgery on the society.</p>		

## B-Intellectual outcomes

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

## C-Practical skills

Practical: 0 CP

## D- General Skills

### Practice-Based Learning and Improvement

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

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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



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

**Time Schedule: SECOND Part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
1- Embryology of the oral region.	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
2- Anatomy of the palate	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
3- Physiology of the velopharyngeal valve	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
4- Aetiology of cleft lip and palate	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
5- Pathoanatomy and physiology of cleft lip and palate	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
6- Classification of cleft lip and palate	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
7-Primary surgery for cleft palate: a- Preoperative preparation b- philosophy of surgical treatment c- Post-operative management and complications	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
8- Secondary velopharyngeal incompetence: a- Aetiology b- Assessment c- Management	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>

## 5. Methods of teaching/learning:

1. Didactic; Lectures
2. Clinical rounds
3. Seminars
4. Clinical rotations
5. Service teaching
6. Post graduate teaching
7. Perform under supervision of senior staff
8. Case presentation
9. Written & oral communication
10. Observation

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

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

## 7. Assessment methods:

### i. Assessment tools:

- 1-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: 2<sup>ND</sup> PART

### iii. Marks: 75(40+35)

## 8. List of references

### **i. Lectures notes**

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

### **ii. Essential books**

Cleft Palate Speech. (Mowilliams et al., 1984)

Cleft palate and craniofacial condition: Acomprehensive guide to clinical management (Ann W.Kummer fourth edition2020)

### **iii. Recommended books**

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

- 

V. others

None

## COURSE 8;(Module) 3 Endocrinology

### 1. Unit data

Course title:Phoniatics 3

+ **Unit Title:** Endocrinology

**Course code:** PHO230F#

+ **Specialty is** Phoniatic disorders

+ **Number of credit point:** 1credit point, didactic 1 credit point (100%) and practical 0 CP

+ **Department (s) delivering the course:** Int. Medicine Department, Endocrinology Unit, in conjunction with Phoniatic Unit

+ **Coordinator (s):** According to annual departmental council approval.

+ **Date last reviewed:** 7 -2022

+ **Requirements (prerequisites) if any:**

**None**

## 2. Unit aims

- The student should acquire the Endocrinological Background necessary for communication in clinical reasoning, diagnosis and management of Phoniatric disorders.
- To make the students able to be familiar with the diagnosis of common Endocrinological problems that may be encountered with Phoniatric disorders

## 3. Intended learning outcomes (ILOs):

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A. Describe the etiology, clinical picture, diagnosis and management of the following clinical conditions: A- Disorders of the ant. pituitary B- Disorders of thyroid and parathyroid glands C- Disorders of the adrenal gland D- D.M. E- Gonadal insuffeciency	-Lectures	-Written and oral examination - Log book
B. Mention the basic ethical and medicolegal principles relevant to Endocrinology.		
C. Mention the basics of quality assurance to ensure good clinical care in Endocrinology.		
D. Mention the ethical and scientific principles of medical research.		
E. State the impact of common health problems in the field of Endocrinology on the society.		

## B-Intellectual outcomes

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

## C -Practical skills

Practical: 0 CP

## D- General Skills

### Practice-Based Learning and Improvement

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

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.	-Observation and supervision -Written and oral communication	Log book
C. Write a report in common condition mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

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

**Time Schedule: SECOND Part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
A- Disorders of the anterior pituitary	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
B- Disorders of thyroid and parathyroid glands	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
C- Disorders of the adrenal gland	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
D- D.M.	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>
E-Gonadal insufficiency	<b>A-E</b>	<b>A-C</b>	-	<b>A-E</b>

## 5. Methods of teaching/learning:

1. Didactic ; Lectures
2. Clinical rounds
3. Seminars
4. Clinical rotations
5. Service teaching
6. Post graduate teaching
7. Perform under supervision of senior staff
8. Case presentation
9. Written & oral communication
10. Observation

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

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



## **7. Assessment methods:**

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

- 1-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: 2<sup>ND</sup> PART**

### **iii. Marks: 50(20+30)**

## **8. List of references**

### **i. Lectures notes**

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

### **ii. Essential books**

### **iii. Recommended books NONE**

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

- 

### **v. others**

None

## 9. Signatures

<b>Course Coordinator</b>	
<b>Unit 1 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....
<b>Unit 2 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....
<b>Unit 3 Coordinator:</b> .....	<b>Head of the Department:</b> .....
<b>Date:</b> .....	<b>Date:</b> .....

## ANNEX 2

### Program Academic Reference Standards (ARS)

#### *1- Graduate attributes for master degree in Phoniatics Disorders*

***The Graduate (after residence training and master degree years of study) must:***

- 1-** Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and clinical audit ***in Phoniatics.***
- 2-** Appraise and utilise scientific knowledge to continuously update and improve clinical practice in related specialty.
- 3-** Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in the field of ***Phoniatics.***
- 4-** Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and updated information.
- 5-** Identify and share to solve health problems in his specialty.
- 6-** Acquire all competencies –including the use of recent technologies- that enable him to provide safe, scientific, and ethical and evidence based clinical care including update use of new technology in ***Phoniatics.***
- 7-** Demonstrate 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.
- 8-** Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.
- 9-** Acquire decision making capabilities in different situations related to ***Phoniatics.***
- 10-** Show 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.

**11-** Be aware of public health and health policy issues and share in system-based improvement of health care.

**12-** Show appropriate attitudes and professionalism.

**13-** Demonstrate skills of lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages in **Phoniatrics** or one of its subspecialties.

## ***2- Competency based Standards for clinical master degree Phoniatrics disorders***

### **2.1- Knowledge and understanding**

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

**2-1-A-** Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.

**2-1-B-** The relation between good clinical care of common health problems in the specialty and the welfare of society.

**2-1-C-** Up to date and recent developments in common problems related to **Phoniatrics**

**2-1-D-** Ethical and medicolegal principles relevant to practice in **Phoniatrics**

**2-1-E -**Quality assurance principles related to the good medical practice in **Phoniatrics**

**2-1-F-** Ethical and scientific basics of medical research.

### **2.2- Intellectual skills:**

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

**2-2-A-** Correlation of different relevant sciences in the problem solving and management of common diseases of **Phoniatrics**.

**2-2-B-** Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to ***Phoniatrics***.

**2.2- C-** Demonstrating systematic approach in studying clinical problems relevant to ***Phoniatrics***.

**2-2-D-** Making alternative decisions in different situations in ***Phoniatrics***.

### **2.3- Clinical skills**

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

**2-3-A** - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

**2-3-B-** Demonstrate patient care skills relevant to ***Phoniatrics*** for patients with common diseases and problems.

**2-3- C-** Write and evaluate reports for situations related to the field of ***Phoniatrics***.

### **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-** Demonstrate 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 all information sources and technology to improve his practice.

**2-4-C-** Demonstrate skills of teaching and evaluating others.

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

**2-4-D-** Demonstrate 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-** Demonstrate professionalism behaviors, 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-** Demonstrate skills of effective time management.

**2-4-H-** 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 Master Degree 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 Master Degree doctors 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 MSc 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 MSc doctor’s performance on checklists and provide feedback for history taking, physical examination, and communication skills. Physicians may also rate the MSc doctor’s performance.
- ❖ Objective Structured Clinical Examination (OSCE) – A series of stations with standardized tasks for the MSc doctors to perform. Standardized patients and other assessment methods often are combined in an OSCE. An observer or the standardized patient may evaluate the MSc doctors.
- ❖ Procedure or Case Logs – MSc 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 a MSc 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 – MSc doctors, faculty, nurses, clerks, and other clinical staff evaluate MSc doctors from different perspectives using similar rating forms.
- ❖ Portfolios – A portfolio is a set of project reports that are prepared by the MSc doctors to document projects completed during the MSc 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 – MSc 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 MSc doctors.

# Annex 5, Program evaluation tools

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

# Annex 6, Program Correlations:



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

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

### 1- Graduate attributes

Faculty ARS	NAQAAE General ARS for Postgraduate programs
1- Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and clinical audit in <i>Phoniatrics</i>	1- إجادة تطبيق أساسيات و منهجيات البحث العلمي واستخدام أدواته المختلفة
2- Appraise and utilise scientific knowledge to continuously update and improve clinical practice in <i>Phoniatrics</i>	2- تطبيق المنهج التحليلي واستخدامه في مجال التخصص
3- Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in <i>Phoniatrics</i> .	3- تطبيق المعارف المتخصصة و دمجها مع المعارف ذات العلاقة في ممارسته المهنية
4- Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and update information.	4- إظهار وعيا بالمشاكل الجارية و الرؤى الحديثة في مجال التخصص
5- Identify and share to solve health problems in <i>Phoniatrics</i>	5- تحديد المشكلات المهنية و إيجاد حلولها
6- Acquire all competencies that enable him to provide safe, scientific, ethical and evidence based clinical care	6- إتقان نطاق مناسب من المهارات المهنية المتخصصة، واستخدام الوسائل

<p>including update use of new technology in <i>Phoniatrics</i>.</p>	<p>التكنولوجية المناسبة بما يخدم ممارسته المهنية</p>
<p>7- Demonstrate interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public.</p> <p>8- Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.</p>	<p>7- التواصل بفاعلية و القدرة على قيادة فرق العمل</p>
<p>9- Acquire decision making capabilities in different situations related to <i>Phoniatrics</i></p>	<p>8- اتخاذ القرار في سياقات مهنية مختلفة</p>
<p>10- Show responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.</p>	<p>9- توظيف الموارد المتاحة بما يحقق أعلى استفادة و الحفاظ عليها</p>
<p>11- Be aware of public health and health policy issues and share in system-based improvement of health care.</p>	<p>10- إظهار الوعي بدوره في تنمية المجتمع و الحفاظ على البيئة في ضوء المتغيرات العالمية و الإقليمية</p>
<p>12- Show appropriate attitudes and professionalism.</p>	<p>11- التصرف بما يعكس الالتزام بالنزاهة و المصداقية و الالتزام بقواعد المهنة</p>

## 2. Academic standard

Faculty ARS	NAQAAE General ARS for Postgraduate programs
2.1.A -Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problems and topics.	2-1-أ-النظريات و الأساسيات المتعلقة بمجال التعلم وكذا في المجالات ذات العلاقة.
2.1.B- The relation between good clinical care of common health problems in <i>Phoniatrics</i> and the welfare of society.	2-1-ب-التأثير المتبادل بين الممارسة المهنية وانعكاسها علي البيئة.
2.1. C- Up to date and recent developments in common problems related to <i>Phoniatrics</i> .	2-1-ج-التطورات العلمية في مجال التخصص.
2.1. D- Ethical and medicolegal principles relevant to practice in the <i>Phoniatrics</i> .	2-1-د-المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص.
2.1. E-Quality assurance principles related to the good medical practice in <i>Phoniatrics</i>	2-1-هـ- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. F- Ethical and scientific basics of medical research.	2-1-و- أساسيات وأخلاقيات البحث العلمي

<p>2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Phoniatrics</i></p> <p>2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Phoniatrics</i>.</p>	<p>2-2-أ- تحليل و تقييم المعلومات في مجال التخصص والقياس عليها لحل المشاكل</p>
<p>2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Phoniatrics</i>.</p>	<p>2-2-ب- حل المشاكل المتخصصة مع عدم توافر بعض المعطيات</p>
<p>2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Phoniatrics</i>.</p>	<p>2-2-ج- الربط بين المعارف المختلفة لحل المشاكل المهنية</p>
<p>2.2. C- Demonstrating systematic approach in studying clinical problems relevant to the <i>Phoniatrics</i>.</p>	<p>2-2-د- إجراء دراسة بحثية و /أو كتابة دراسة علمية منهجية حول مشكلة بحثية</p>
<p>2.4.A-Demonstrate practice-based learning and Improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p>	<p>2-2-هـ- تقييم المخاطر في الممارسات المهنية في مجال التخصص</p>
<p>2.4.A-Demonstrate practice-based</p>	<p>2-2-و- التخطيط لتطوير الأداء في مجال</p>

<p>learning and Improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p>	<p>التخصص</p>
<p>2.2.D- Making alternative decisions in different situations in the field of <i>Phoniatrics</i>.</p>	<p>2-2-2-ز - اتخاذ القرارات المهنية في سياقات مهنية متنوعة</p>
<p>2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p> <p>2.3.B- Demonstrate patient care skills relevant to <i>Phoniatrics</i> for patients with common diseases and problems.</p>	<p>2-3-2-أ - إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص</p>
<p>2.3.C- Write and evaluate reports for Situation related to <i>Phoniatrics</i>.</p>	<p>2-3-2-ب - كتابة و تقييم التقارير المهنية</p>
<p>2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p> <p>2.3.B- Demonstrate patient care skills relevant to that specialty for</p>	<p>2-3-2-ج - تقييم الطرق و الأدوات القائمة في مجال التخصص</p>

patients with common diseases and problems.	
2.4.D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.	2-4-أ-التواصل الفعال بأنواعه المختلفة
2.4.A-Demonstrate 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 all information sources and technology to improve his practice.	2-4-ب- استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية
2.4.A-Demonstrate 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 all information sources and technology to improve his practice. 2.4.E-Demonstrate professionalism	2-4-ج- التقييم الذاتي وتحديد احتياجاته التعليمية الشخصية

<p>behavior, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	
<p>2.4.A-Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, , improvements in patient care and risk management.</p>	<p>2-4-2-د- استخدام المصادر المختلفة للحصول على المعلومات و المعارف</p>
<p>2.4. C- Demonstrate skills of teaching and evaluating others.</p>	<p>2-4-2-ه- وضع قواعد ومؤشرات تقييم أداء الآخرين</p>
<p>2.4. F- Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.</p>	<p>2-4-2-و- العمل في فريق ، وقيادة فرق في سياقات مهنية مختلفة</p>
<p>2.4.G- Demonstrate skills of effective time management.</p>	<p>2-4-2-ز- إدارة الوقت بكفاءة</p>
<p>2.4.H- Demonstrate skills of self and continuous learning.</p>	<p>2-4-2-ح- التعلم الذاتي و المستمر</p>

**Comparison between ARS and ILOS for master degree in  
Phoniatrics.**

<b>(ARS)</b>	<b>(ILOS)</b>
<p><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.</p>	<p><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Explain the essential facts and principles of relevant basic sciences including, Anatomy, Physiology, Phonetics and Linguistics, Genetics, Medical statistics, Medical Engineering, Psychology, Psychometry and Public Health related to <b>Phoniatrics</b> .</p> <p><b>2-1-B-</b> Mention <u>essential facts</u> of clinically supportive sciences including basics of ENT, Audiology, Endocrinology, Plastic surgery, Neurology and Psychiatry related to Communicative disorders.</p> <p><b>2-1-C-</b> Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to <i>Phoniatrics</i></p>
<p><b>2-1-B</b> The relation between good clinical care of common health problem in <i>Phoniatrics</i> and the welfare of society.</p>	<p><b>2-1-H-</b> State the impact of common health problems in <i>Phoniatrics</i> on the society and how good clinical practice improve these problems.</p>
<p><b>2-1-C-</b> Up to date and recent developments in common Problems related to <i>Phoniatrics</i>.</p>	<p><b>2-1-C-</b> Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to <i>Phoniatrics</i></p> <p><b>2-1-D-</b> Give the recent and update</p>



	developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to <i>Phoniatrics</i> .
<b>2-1-D-</b> Ethical and medico legal Principles relevant to practice in <i>Phoniatrics</i>	<b>2-1-E-</b> Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to <i>Phoniatrics</i>
<b>2-1-E-</b> Quality assurance principles related to the good medical practice in <i>Phoniatrics</i>	<b>2-1-F-</b> Mention the basics and standards of quality assurance to ensure good clinical practice in <i>Phoniatrics</i>
<b>2-1-F-</b> Ethical and scientific basics of medical research.	<b>2-1-G-</b> Mention the ethical and scientific principles of medical research methodology.
<b><u>2-2- Intellectual skills:</u></b> 2-2-A-Correlation of different relevant sciences in the problem solving and management of common diseases of the <i>Phoniatrics</i> .	<b><u>2-2- Intellectual skills:</u></b> 2-2-A- Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the <i>Phoniatrics</i> .
2-2-B-Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Phoniatrics</i> .	2-2-B- Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to <i>Phoniatrics</i> .
2-2-C- Demonstrating systematic approach in studying clinical problems relevant to the <i>Phoniatrics</i> field.	2-2-C- Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the <i>Phoniatrics</i> field.
2-2-D Making alternative decisions in different situations in the field of the <i>Phoniatrics</i> .	2-2-D- Formulate management plans and alternative decisions in different situations in the field of the <i>Phoniatrics</i> .

continuous <b>(ARS)</b>	continuous <b>(ILOs)</b>
<p><b><u>2-3- Clinical skills:</u></b></p> <p><b>2-3-A-</b> Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p> <p><b>2-3-B-</b> Demonstrate patient care skills relevant to that <i>Phoniatrics</i> for patients with common diseases and problems.</p>	<p><b><u>2/3/1/Practical skills (Patient Care :)</u></b></p> <p><b>2-3-1-A-</b> Obtain proper history and examine patients in caring and respectful behaviors.</p> <p><b>2-3-1-B-</b> Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment for common conditions related to <i>Phoniatrics</i>.</p> <p><b>2-3-1-C-</b> Carry out patient management plans for common conditions related to <i>Phoniatrics</i>.</p> <p><b>2-3-1-D-</b> Use information technology to support patient care decisions and patient education in common clinical situations related to <i>Phoniatrics</i>.</p> <p><b>2-3-1-E-</b> Perform competently non invasive and invasive procedures considered essential for the <i>Phoniatrics</i>.</p> <p><b>2-3-1-F-</b> Provide health care services aimed at preventing health problems related to <i>Phoniatrics</i>.</p> <p><b>2-3-1-G-</b> Provide patient-focused care in common conditions related to <i>Phoniatrics</i> while working with health care professionals, including those from other disciplines.</p>
<p><b>2-3-C-</b> Write and evaluate reports for situations related to the field of <i>Phoniatrics</i>.</p>	<p><b>-3-1-H</b> 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).</p>

<p><b><u>2-4- General skills</u></b></p> <p><b>2-4-A-</b> Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p>	<p><b><u>2/3/2 General skills</u></b></p> <p><b>2-3-2-A-</b> Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).</p> <p><b>2-3-2-B-</b> Appraises evidence from scientific studies.</p> <p><b>2-3-2-C-</b> Conduct epidemiological studies and surveys.</p>
<p><b>2-4-B-</b> Use all information sources and technology to improve his practice.</p>	<p><b>2-3-2-C-</b> Conduct epidemiological studies and surveys.</p> <p><b>2-3-2-D.</b> Perform data management including data entry and analysis and using information technology to manage information, access on-line medical information; and support their own education.</p>
<p><b>2-4-C-</b> Demonstrate skills of teaching and evaluating others.</p>	<p><b>2-3-2-E-</b> Facilitate learning of students other health care professionals including their evaluation and assessment.</p>
<p><b>2-4-D-</b> Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.</p>	<p><b>2-3-2-F-</b> Maintain therapeutic and ethically sound relationship with patients.</p> <p><b>2-3-2-G-</b> Elicit information using effective nonverbal, explanatory, questioning, and writing skills.</p> <p><b>2-3-2-H-</b> Provide information using effective nonverbal, explanatory, questioning, and writing skills.</p> <p><b>2-3-2-I-</b> Work effectively with others as a member of a health care team or other professional group.</p>

<p><b>2-4-E-</b>Demonstrate professionalism behaviors, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<p><b>2-3-2-J-</b> Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.</p> <p><b>2-3-2-K-</b> Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices.</p> <p><b>2-3-2-L-</b>Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.</p>
<p><b>2-4-F-</b> Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.</p>	<p><b>2-3-2-M-</b>Work effectively in relevant health care delivery settings and systems including good administrative and time management</p> <p><b>2-3-2-N-</b> Practice cost-effective health care and resource allocation that does not compromise quality of care.</p> <p><b>2-3-2-O-</b> Assist patients in dealing with system complexities.</p>
<p><b>2-4-G-</b> Demonstrate skills of effective time management</p>	<p><b>2-3-2-M-</b>Work effectively in relevant health care delivery settings and systems including good administrative and time management</p>
<p><b>2-4-H-</b> Demonstrate skills of self and continuous learning.</p>	<p><b>2-3-2-A-</b> Perform practice-based improvement activities using a systematic methodology (share in audits and risk management activities and use logbooks).</p>

### III-Program matrix Knowledge and Understanding

Course	Program covered ILOs							
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E	2/1/F	2/1/G	2/1/H
Course 1 : Linguistics and Phonetics	✓							
course 2 : Anatomy & Medical statistics.	✓							
Course 3 : Physiology& Medical engineering	✓							
Course 4 : Psychology & Psychometry	✓							
Course 5: Basics of ENT	✓	✓	✓	✓	✓	✓	✓	✓
Course 6 : Phoniatics1	✓	✓	✓	✓	✓	✓	✓	✓
Course 7:Phoniatics2	✓	✓	✓	✓	✓	✓	✓	✓
Course 8: Phoniatics3	✓	✓	✓	✓	✓	✓	✓	

## Intellectual

Course	Program covered ILOs			
	2/2/A	2/2/B	2/2/C	2/2/D
Course 1 : Linguistics and Phonetics	✓			
course 2 : Anatomy & Medical statistics.	✓			
Course 3 : Physiology& Medical engineering	✓	✓		
Course 4 : Psychology & Psychometry	✓	✓		
Course 5: Basics of ENT	✓	✓	✓	
Course 6 : Phoniatics1	✓	✓	✓	✓
Course 7:Phoniatics2	✓	✓	✓	✓
Course 8: Phoniatics3	✓	✓	✓	✓

## 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 : Linguistics and Phonetics								
course 2 : Anatomy & Medical statistics.								
Course 3 : Physiology& Medical engineering								
Course 4 : Psychology & Psychometry								
Course 5: Basics of ENT	✓	✓	✓	✓	✓	✓	✓	✓
Course 6 : Phoniatics1	✓	✓	✓	✓	✓	✓	✓	✓
Course 7:Phoniatics2	✓	✓	✓	✓	✓	✓	✓	✓
Course 8: Phoniatics3								

## 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 : Linguistics and Phonetics				✓				✓
course 2 : Anatomy & Medical statistics.				✓				✓
Course 3 : Physiology& Medical engineering				✓				✓
Course 4 : Psychology & Psychometry				✓				✓
Course 5: Basics of ENT				✓				✓
Course 6 : Phoniatics1	✓	✓	✓	✓	✓	✓	✓	✓
Course 7:Phoniatics2	✓	✓	✓	✓	✓	✓	✓	✓
Course 8: Phoniatics3				✓				✓



## 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
Course 1 : Linguistics and Phonetics			✓		✓		
course 2 : Anatomy & Medical statistics.			✓		✓		
Course 3 : Physiology& Medical engineering			✓		✓		
Course 4 : Psychology & Psychometry			✓		✓		
Course 5: Basics of ENT			✓		✓		
Course 6 : Phoniatics1	✓	✓	✓	✓	✓	✓	✓
Course 7:Phoniatics2	✓	✓	✓	✓	✓	✓	✓
Course 8: Phoniatics3			✓		✓		

Annex 7,  
Additional information:

**Department information:**

- Four days/ week 1 Phoniatic 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 laryngoscopy, Computerized voice and speech analysis
- Scientific Library (Phoniatic Text Books and periodicals), MD, MSc thesis, and video tapes)
- Seminar room with data show

**Staff members:**

**Head of the Unit: Prof. Dr. Eman Sayed Hassan**

**Staff members**

**Prof. Essam Aref**

**Prof. Aly Ebraheim**

**Prof. Eman Sayed**

**Dr. Reham Abdel Wakiel**

**Dr. Hanan Abdel Rashed**

**Opportunities within the department:**

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

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

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

**(End of the program specifications)**