



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

(According to currently applied Credit point bylaws)

Urology department
Faculty of medicine
Assiut University
2022-2023

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M. D. degree of Urology

A. Basic Information

- Program Title: M. D. degree of urology
- Nature of the program: Single.
- **Responsible Department:** Department of urology- Faculty of Medicine- Assiut University.
- Program Director (Head of the Department):

Prof. Alaa Ezzat Abdelmoneim

- Coordinator (s):
 - Principle coordinator: Prof. Alaa Ezzat Abdelmoneim
- Assistant coordinator Prof. Ahmad Mohamad Abdelaziz
- Internal evaluators: Prof. Ahmad Mohamad Abdelmoneim (Prof. of Urology, Assuit university)
- **External evaluator:** Prof. Abdel Monem Mohamed Abozaid (Prof. of urology , Sohag University).
- Date of Approval by the Faculty of Medicine Council of Assiut University: 23-9-2017
- **♣** Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University: 27-11-2022
- Total number of courses: 5 courses + 2 elective courses

B. Professional Information

1- Program aims

1/1To enable candidates to master high level of clinical skills, bedside care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of urology, diagnostic and interventional urology, and enabling the candidates of making appropriate referrals to a sub-specialist 1/2 Provide candidates with fundamental knowledge of urology surgical procedure as regards; mastering dealing with critically ill urologic patients, all urologic equipments, techniques, indications, contraindications and training skills of different diagnostic and therapeutic techniques.

- 1/3 To enable candidates to perform high standard scientific medical research and how to proceed with publication in indexed medical journals.
- 1/4 To enable candidates to describe the basic ethical and medico-legal principles relevant to Urology.
- 1/5 To enable candidates to have professional careers as a consultant in Egypt but recognized abroad.
- 1/6To enable candidates to continue self learning in subspecialties.
- 1/7 To enable candidates to master different research methodology and do their own.

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

2/1Knowledge and understanding:

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

2/2 Intellectual outcomes

- A. Apply the basic and clinically supportive sciences which are appropriate to the speciality related conditions / problem / topics.
- B. Demonstrate an investigatory and analytic thinking "problem solving "approaches to clinical situation related to speciality.
- C. plan research projects.
- D. Write scientific papers.
- E. Participate in clinical risk management as a part of clinical governance.
- F. Plan for quality improvement in the field of medical education and clinical practice in his speciality.

- G. Create / innovate plans, systems, and other issues for improvement of performance in his practice.
- H. Present and defend his / her data in front of a panel of experts.
- I. Formulate management plans and alternative decisions in different situations in the field of the speciality.

2/3 Skills

2/3/1 Practical skills (Patient Care)

Students will be able to:

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

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

2/3/2 General skills

Including:

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

Practice-Based Learning and Improvement

- A. Demonstrate the competency of continuous evaluation of different types of care provision to patients in the different area of Urology.
- B. Appraise scientific evidence.

- C. Continuously improve patient care based on constant selfevaluation and <u>life-long learning</u>.
- D. Participate in clinical audit and research projects.
- E. Practice skills of evidence-based Medicine (EBM).
- F. Educate and evaluate students, residents and other health professionals.
- G. Design logbooks.
- H. Design clinical guidelines and standard protocols of management.
- I. Appraise evidence from scientific studies related to the patients' health problems.
- J. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies.
- K. Use information technology to manage information, access on-line medical information; for the important topics.

Interpersonal and Communication Skills

- L. Master interpersonal and communication skills that result in the effective <u>exchange of information and collaboration</u> with patients, their families, and health professionals, including:-
 - Present a case.
 - Write a consultation note.
 - <u>Inform patients</u> of a diagnosis and therapeutic plan completing and maintaining comprehensive.
 - Timely and legible <u>medical records.</u>
 - Teamwork skills.
- M. Create and sustain a therapeutic and ethically sound relationship with patients.
- N. Elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.
- O. Work effectively with others as a member or leader of a health care team or other professional group.

Professionalism

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

Systems-Based Practice

- S. Work effectively in health care delivery settings and systems related to Urology including good administrative and time management.
- T. Practice cost-effective health care and resource allocation that does not compromise quality of care.
- U. Advocate for quality patient care and assist patients in dealing with system complexities.
- V. Design, monitor and evaluate specification of under and post graduate course and programs.
- W. Act as a chair man for scientific meetings including time management.

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

Academic standards for Medical Doctorate (MD) degree in Urology

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

In preparing these standards, the General Academic Reference Standards for post graduate programs (GARS) were adopted. These standards set out the graduate attributes and academic characteristics that are expected to be achieved by the end of the program. These standards were approved by the faculty council 20/3/2010. These standards were revised and approved without changes by the Faculty Council on 23-9-2014.

These standards were re-revised and approved without changes by the Faculty Council on 27-11-2022.

4- Program External References (Benchmarks)

- 1. ACGME (Accreditation Council for Graduate Medical Education).
 - http://www.acgme.org/acWebsite/navPages/nav_Public.asp
- 2. Cornell urology program, Weill Cornell medical college, Cornell University, USA.

http://www.cornellurology.com/residency.shtml

Comparison between program and external reference			
Item	Urology Diseases Cornell urology		
	Program	program	
Goals	Matched	Matched	
ILOS	Matched	Matched	
Duration	4 -6 years	Different	
Requirement	Different	Different	
Program structure	Different	Different	

5- Program Structure

A. Duration of program: 4-6 years

B. Structure of the program:

Total number of credit points: = 420 CP

Master degree: 180 credit point

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

Thesis and researches: 80 CP (33.3%)

First part

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

Second part

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

Elective courses: 3 credit points

#Didactic (lectures, seminars, tutorial)

According the currently applied bylaws:

Total courses: 160 credit point

Compulsory courses: 157 credit point (98.1%)

Elective courses: 3 credit point (1.9%)

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

C. Program Time Table

Duration of program 4 years divided into

o Part 1

Program-related basic science courses

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

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

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

Thesis and 2 published researches

For the M D thesis;

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

Discussion and acceptance of the thesis should not be set before 24 months from registering the M D subject; It could be discussed and accepted either before or after passing the second part of examination

o Part 2

Program –related speciality courses and ILOs Students are not allowed to sit the exams of these courses before 4 years from applying to the MD degree.

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

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

Total degrees 1700 marks.

500 marks for first part

1200 for second part

Written exam 40% - 70%.

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

Curriculum Structure: (Courses):

↓Levels and courses of the program:

Courses and student work load list	Course	Credit points		
	Code	didactic #	training	total
First Part		,		
Basic science courses (10 CP)				
Course 1: Medical Statistics	FAC309A	1		1
Course 2: Research Methodology	FAC309B	1		1
Course 3: Medico-legal Aspects &	FAC310C	1		1
Ethics in Medical Practice and				
Scientific Research				
Course 4: Urology 1	URO316A	7		7
-Surgical Anatomy and Surgical				
pathology				
-Clinical decision making				
-Basic urologic surgery				
-Molecular and cellular biology				
-Renal physiology and				
pathophysiology				
-Urine transport and storage				
empty				
Elective courses*		3 CP	1	
- Elective course 1		1.5		1.5
- Elective course 2		1.5		1.5
Thesis		40 CP		
Published researches**	40 CP			
Second Part	Speciality courses 24 CP			
	Speciality Clinical Work (log Book) 123 CP			
Speciality Courses	1100015			
Course 5 " Urology 2"*	URO316B	24		24
Consisting Clinical Marile (422, CD)	LIBO21CD		122	122
Speciality Clinical Work (123 CP)	URO316B		123	123
Total of second part		24	123	147

#Didactic (lectures, seminars, tutorial)

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

Student work load calculation:

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

Elective Courses#:

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

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

3. Thesis / Researches:

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

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

6. Courses Contents (Annex 1)

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

See Annex 1 for detailed specifications for each course/ module

Annex 6 II: Program Matrix

7-Admission requirements

- Admission Requirements (prerequisites) if any :
 - General Requirements:
 - Master degree in the Urology
 - Specific Requirements:
 - Fluent in English (study language)

VACATIONS AND STUDY LEAVE

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

FEES:

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

8-Progression and completion requirements

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

The students are offered the degree when:

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

9-Program assessment methods and rules (Annex IV)

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

Weighting of assessments:

ourses Degrees					
Courses		Degrees			-
Courses	Course	Written	Oral *	Practical	Total
	Code	Exam	T	/ Clinical	
				Exam	
	First Par	t	1	<u> </u>	
Basic science courses:					
Medical Statistics	FAC309A	35	15		50
Research Methodology	FAC309B	35	15		50
Medico-legal Aspects &	FAC310C	35	15		50
Ethics in Medical Practice					
and Scientific Research					
Urology 1	URO316A				350
Paper 1: Surgical anatomy		150			
and surgical pathology					
(MCQ)					
Paper 2: Commentary		50			
Paper 3: Problem solving		150			
Total of the first part					500
	Second Pa	art			
	Course	written	Oral	Practical	total
	code		*	/ Clinical	
				Exam	
Speciality Courses					
* "Urology 2 "(Unit 1-9)	URO316B		390	330	1200
Paper 1: Urology 2		120			
Paper 2: Urology 2		120			
Paper 3: Problem solving		120			
Paper 4: MCQ		120			
Total of The second part		480	390	330	1200
Elective course 1		50		50	100
Elective course 2		50		50	100

Units' Titles' list	% from total Marks
Unit (Module) 1 Urological emergency.	12%
Unit (Module) 2 Obstructive uropathy and urolithiasis	21.5%
Unit (Module) 3 Andrology	4%
Unit (Module) 4 Genitourinary trauma	12.5%
Unit (Module) 5 Genitourinary infections	12.5%
Unit (Module) 6 Genitourinary tumors	21.5%
Unit (Module) 7 Pediatric urology	8%
Unit(Module) 8 Female urology and neurourology.	4%
Unit (Module) 9 Renal failure and transplantation	4%

^{*}Urology Diseases Course

Examination system:

500 marks for first part

1200 for second part

Written exam 40% (480 marks)

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

Elective courses 200

Examination system:

> First part:

- Written exam 2 hours in Medical Statistics and Research Methodology + oral examination
- Written exam 1 hours in Medico-legal Aspects and Ethics in Medical Practice and Scientific Research + oral examination
- Written exam in Urology 1 Paper 1: Surgical anatomy and surgical pathology (MCQ) (3 hours), Paper 2: Commentary (hour), Paper 3: Problem solving (3 hours)

> Second part:

 Written exam four papers 3 hours for each in Urology 2 (Paper 1,Paper2, Paper 3 Problem solving, Paper 4 MCQ + Oral exam+ Clinical/Practical exam

^{* 25%} of the oral exam for assessment of logbook

> Elective courses

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

10-Program evaluation

By whom	method	sample
Quality Assurance Unit	Reports	#
	Field visits	
External Evaluator (s):According	Reports	#
to department council	Field visits	
External Examiner (s): According		
to department council		
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:	-Prof. Alaa Ezzat		
	Abdelmoneim		
Program Assistant	-Prof. Ahmad		
Coordinator:	Mohamad Abdelaziz		
Head of the Responsible	- Prof. Alaa Ezzat		
Department (Program	Abdelmoneim		
Academic Director):			

Annex 1, Specifications for Courses / Modules

First Part

- 1) Course 1: Medical Statistics
- 2) Course 2: Research Methodology
- 3) Course 3: Medico-legal Aspects and Ethics in Medical Practice and Scientific Research
- 4) Course 4: Urology 1
- Surgical Anatomy and Surgical pathology
- Clinical decision making
- Basic urologic surgery
- Molecular and cellular biology
- Renal physiology and pathophysiology
- Urine transport, storage and empty

Course 1: Medical statistics

Name of department: Public Health and Community Medicine

Faculty of medicine
Assiut University

2022-2023

1. Course data

- Course Title: Medical statistics
- Course code: FAC309A
- Specialty: offered to all clinical and academic specialties
- Number of credit points: 1 credit point
- **Department (s) delivering the course:** Pubic Health and Community Medicine
- **4** Coordinator (s):
 - Course coordinator: Prof. Farag Mohammed Moftah
 - Assistant coordinator (s):

Prof. Medhat Araby Khalil Saleh

- Date last reviewed: January -2022
- Requirements (pre-requisites) if any:
 - Completed Master degree in any of the academic or clinical departments of Medicine.

2. Course Aims

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

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

A knowledge and understanding

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

B. intellectual

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

C. Practical skills

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

D general skills

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

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	В	C	D
Introduction	A-F	A-D	-	A&B
Tables and graphics	D	A-D	-	A&B
Sampling	C	-	-	A&B
Methodology of data	В	-	-	A&B
collection				
Type of variables	A	-	-	A&B
Proportion test&	E,F	C&D	-	A&B
Chi-square test				
Student T test&	E,F	C&D	F	A&B
Paired T test				
ANOVA test	E,F	C&D	F	A&B
Non parametric tests	E,F	C&D	F	A&B

Discrimination analysis factor	E,F	C&D	-	A&B
analysis				
SPSS Introduction	A-F	A-D	1	A&B
Data entry and cleaning of	A	A-D	A-C	A&B
data				
Transforming of variables	A	A&B	A-C	A&B
Descriptive statistics	D	A-D	D&E	A&B
Graphic presentation	D	A&B	D	A&B
Chi square and interpretation	E,F	C&D	F	A&B
of results				
Correlation Regression	E,F	C&D	F	A&B
Multiple and logistic	E,F	C&D	F	A&B
Regression				

5. Course Methods of teaching/learning

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

6. Course assessment methods:

i. Assessment tools:

- 1. Attendance and active participation
- 2. Assignment
- 3. Practical SPSS examination
- 4. Written exam
- **ii. Time schedule:** After 6 months from applying to the M D degree.
- iii. Marks: 50 (35 for written exam and 15 for practical exam).

7. List of references

i. Lectures notes

Department lecture notes

ii. Essential books

- Medical Statistics: Book by Ramakrishna HK 2016
 - Janet Peacock and Philip Peacock. Oxford Handbook of Medical Statistics (second edition.) Publisher: Oxford University Press, Print Publication Date: Nov 2010 Print ISBN-13: 9780199551286, Published online: Jun 2011. DOI: 10.1093/med/9780199551286.001.0001
- Leslie E. Daly MSc, PhD, Hon MFPHM,, Geoffrey J. Bourke MA, MD, FRCPI, FFPHM, FFPHMI, Interpretation and Uses of Medical Statistics, Fifth Edition, First published:1 January 2000, Print ISBN:9780632047635 |Online ISBN:9780470696750 |DOI:10.1002/9780470696750
- Marcello Pagano, Kimberlee Gauvreau: Principles of Biostatistics second edition published in 2000 by Brooks/Cole and then Cengage Learning. CRC Press, Feb 19, 2018 Mathematics 584 pages.

Iii- Recommended books

- Ji-Qian Fang (Sun Yat-Sen University, China) Handbook of Medical Statistics: https://doi.org/10.1142/10259 | September 2017.Pages: 852
- Robert H. Riffenburgh: Statistics in Medicine 4th Edition (2020). EvidenceEvidence Based Medicine How to practice and teach EBM.
- Discovering Statistics Using IBM SPSS Book by Andy Field, 2013.

iii. Periodicals, Web sites, etc

- iv. Periodicals, etc Statistics in Medicine Wiley Online Library
- v. **Web sites** https://www.phc.ox.ac.uk/research/medicalstatistics

8. Signatures

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

Course 2: Research Methodology

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

1. Course data

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

Assistant coordinator (s): Prof. Ekram Mohamed

- Prof. Medhat Araby Khalil
- ◆ Date last reviewed: January 2022
- Requirements (prerequisites) if any:
 - Completed Master degree in any of the academic or clinical departments of Medicine.

2. Course Aims

To provide graduate students with the skills of:

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

3. Intended learning outcomes (ILOs)

A knowledge and understanding

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

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

B. intellectual

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

C. Practical skills

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

D General skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

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

Professionalism

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

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical	General
			skills	Skills
	\mathbf{A}	В	C	D
Over view on research	A&E	A-D	A-C	C-G,
conduction and research				I,L&M-O
ethics				
How to write a research	F,I	Е	F	A-C&H
proposal				
Observational study design	A& D	B & C	D	E & F
Experimental study design	A& D	B & C	В	E & F
Evaluation of diagnostic tests	L	A	B& E	F
(Screening)				
Systematic reviews and meta	G, H & M	E& F	F	C, D
analysis				
Confounding, bias & effect	B & K	D	E & G	M
modification				

5. Course Methods of teaching/learning:

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

6. Course assessment methods:

i. Assessment tools:

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

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

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

7. List of references

i. Lectures notes

Department lecture notes

ii. Essential books

- Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Edition by John W. CreswellSAGE Publications, Inc; 4th edition (January 1, 2014)
- Research methodology: A step by step Guide for Beginners. Ranjit Kumar, 2020. Second edition https://books.google.com.eg/books?
- Medical Research Essentials Rania Esteitie, McGraw Hill Professional, third edition, Feb 5, 2014 - Medical - 104 pages
- Research Methodology in the Medical and Biological Sciences Petter Laake, Haakon Breien Benestad, Bjorn R. Reino Olsen, 4th edition, Academic Press, Nov 5, 2007 - Science - 512 pages

iv. Recommended books

- Research Methods in Education 7th Edition, by Louis Cohen, Lawrence Manion, Keith Morrison Publisher: Routledge; (April 22, 2011) www.routledge.com/textbooks/cohen7e.
- Research Methodology: A Practical and Scientific Approach Vinayak Bairagi, Mousami V. Munot · 2019, Research Methodology: A Practical and Scientific Approach - Google Books
- Based Medicine How to practice and teach EBM. David Sachett, Sharon E. Straus, W. Scott Richardson, William Rosenberg R.Brain Haynes
- Dissertation workshop open courseware JHSPH

8. Signatures

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

Course 3: Medico legal Aspects and Ethics in Medical Practice and Scientific Research

Name of department:
Forensic medicine and clinical toxicology
Faculty of medicine
Assiut University
2016-2017

1. Course data

- ♣ Course Title: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research
- Course code: FAC310C
- Speciality:General and special surgery (1st part),
- **♣** Number of credit points: 1 credit point
- ♣ Department (s) delivering the course: Forensic Medicine and Clinical Toxicology
- Coordinator (s):
- Course coordinator:

Prof. Ghada omran

- **Date last reviewed:** September 2017
- Requirements (prerequisites) if any :
 - Completed Master degree

2. Course Aims

To describe the basic ethical and medicolegal principles and bylaws relevant to practice in the field of General and special surgery Rheumatology

3. Intended learning outcomes (ILOs):

A. knowledge and understanding

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

B. Intellectual

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

C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Identify medical ethics and ethics in research.	Lecture and discussion	Discussion
B. Prepare and write consent.	Lecture and discussion	Discussion
C. Identify medical responsibilities.	Lecture and discussion	Discussion
D. Write death certificate.	Lecture and discussion	Discussion and active participation
E. Deal with a case of Suspicious death	Lecture and discussion	Discussion and active participation
F. Write medical reports	Lecture and discussion	Discussion and active participation
G. Identify types of wounds and deal with them.	Lecture and discussion	Discussion and active

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

D. General Skills

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

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual _	Practical skills	General Skills
	A	В	C	D
 Death and death certificate. 	В	А	D	
2. Suspicious death	В		E	В
3. Death associated with surgical anesthesia	В		1	В
4. Medical reports	С	В	F	A,D,E
5. Toxicological Reports	F	В	J	A,E
6. Wounds	D		G	В
7. Firearm injuries	E		Н	В
8. Ethics in research			Α	
9. Medical ethics.	Α		A,B,C	C,E

5. Course Methods of teaching/learning:

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

6. Course assessment methods:

i. Assessment tools:

- 1. Written examination.
- 2. Attendance and active participation.
- 3. Oral examination.
- **ii. Time schedule:** After 6 months from applying to the M D degree.
- iii. Marks: 50 (35for written exam and 15 for oral exam).

7. List of references

i. Lectures notes

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

ii. Essential books

- Bernard Knight and Pekka Saukko (2015: Knight Forensic Pathology. Hodder Arnold press
- Goldfrank, Lewis R.; Howland, Mary Ann; Hoffman, Robert S.; Nelson, Ewis S.; Lewin, Neal A (2019): Goldfrank's Toxicologic Emergencies, 11th ed. McGraw Hill / Medical.
 - Medical Ethics Manual. World medical association. Third edition 2015.
 - Medical ethics and law. <u>Dominic Wilkinson</u>, 3rdedition 2019.

iii. Recommended books

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

iv. Journal and web site

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

v. others

8. Signatures

- Course Coordinator:	- Head of the Department:	
Prof. Prof. Ghada omran	Prof. Randa Hussein Abdelhady	
Date: September 2017	Date: September 2017	

Course 4 Urology 1

Name of department: Urology

Faculty of medicine
Assiut University
2022-2023

I. Course data

Course Title: : M. D. degree of urology

Course code: URO316A

Speciality: Urology

Number of credit points: 7 credit point for didactic (100%)

Department (s) delivering the course: Urology department, faculty of medicine, Assiut university hospital

Coordinator (s):

- Course coordinator: Prof. Alaa Ezzat

- Assistant coordinator: Prof. Ahmad Mohamad Abdelaziz

Date last reviewed: 10/2022

Requirements (prerequisites) if any :

Completed Master degree of Urology

Requirements from the students to achieve course ILOs are clarified in the joining log book.

2. Course Aims

 To acquire in depth the background of Surgical Anatomy and Surgical pathology, Clinical decision making, Basic urologic surgery, Molecular and cellular biology, Renal physiology and pathophysiology, Urine transport and storage empty necessary for Urology in clinical reasoning, diagnosis and management of Urology diseases.

3. Unit intended learning outcomes (ILOs):

Unit (Module) 1 Surgical Anatomy

A-Knowledge and understanding

ILOs	Methods teaching/learning	of	Methods of Evaluation
A. Describe anatomic details of	-Lectures		-Written
- Anterior and posterior abdominal wall			and oral
- The retroperitonium.			examination
- Adrenals.			- Log book
- Kidneys, ureters and bladder			
- Peritoneum and intraperitoneal structures.			
- Female pelvis.			
- Great vessels in the abdomen and pelvis.			
- Prostate.			
- Testes, spermatic cord, and seminal vesicles.			
- Scrotum and inguinal canal.			
- Male and female external genetalia.			
- Male urethra and female urethra			
B Mention the urology related facts concerning the			
normal intrauterine development and congenital			
anomalies of the following:			
 Adrenals. 			
 Kidneys, ureters and bladder. 			

 Male urethra and female urethra. 	
 The retroperitonium. 	
 Anterior and posterior abdominal wal 	l.
 Peritonium and intraperitoneal struct 	ures.
 Female pelvis. 	
 Great vessels in the abdomen and pel 	vis
 Prostate. 	
 Testes, spermatic cord, and seminal 	
vesicles.	
 Scrotum, and inguinal canal. 	
 Male and female external genetalia. 	

Unit (Module) 2 Surgical Pathology

ILOs	Methods of teaching/ learning	Methods of Evaluation
 A. Mention Principles of General Pathology Immunity & hypersensitivity. Bacterial non specific infections. Parasitic infestations. Specific infections. Tumors. 	-Lectures	-Written and oral examination - Log book
 B. Describe the pathologic details of: Obstructive uropathy and urolithiasis. Genitourinary tumors. Genitourinary infections. Genitourinary parasitic infestation 	Lectures	Written and oral examination - Log book

Unit (Module) 3 Clinical Decision Making

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Illustrate Principles of Clinical Decision Making	-Lectures	-Written
History		and oral
Physical examination		examination
Urine analysis		- Log book

Unit (Module) 4 Basics of Urologic Surgery

ILOs	Methods of teaching/ learning	Methods of Evaluation
 A. Mention Principles of C Basics of Urologic Surgery Preoperative evaluation. Presurgical training. Surgical risk evaluation. Special population. Preparation for surgery Anesthesia consideration Blood products. Abdominal incisions. 	-Lectures	-Written and oral examination - Log book

Unit (Module) 5 Molecular & Cellular Biology

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Mention Principles of C Molecular & Cellular	-Lectures	-Written
Biology		and oral
 Innate immunity 		examination
 Adaptive immunity 		- Log book

 Lymphocyte activation 	
 T-Cell maturation. 	
 Lymphocyte tolerance 	
 Tumor immunology 	
Immunotherapy	
 Molecular Immunology. 	

Unit (Module) 6 Renal Physiology & Pathophysiology

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describe Principles of Renal Physiology &	-Lectures	-Written
Pathophysiology		and oral
 Renal physiology 		examination
 Renal Pathophysiology 		- Log book

Unit (Module) 7 Urine Transport & Storage Empty

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Mention the details of Urine transport & storage	-Lectures	-Written
empty		and oral
 Urinary tract dysfunction 		examination
Incontinence & pelvic prolapse		- Log book

B-Intellectual outcomes

ILOs	Methods of teaching/	Methods of Evaluation
A. Apply the basic (Urology 1 Surgical Anatomy and Surgical pathology, Clinical decision making, Basic urologic surgery, Molecular and cellular biology, Renal physiology and pathophysiology, Urine transport and storage empty) supportive sciences which are appropriate to Urology related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Urology.		

C-Practical skills

Practical: 0 Credit hours

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

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

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
A. Demonstrate a commitment to ethical principles.	Observation and supervisionWritten & oral communication	Logbook Oral Exam

Systems-Based Practice

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

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

Time Schedule: First part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical	General
			skills	Skills
	А	В	С	D
Unit (Mod	lule) 1 Surgical	Anatomy		
- Anterior and posterior	A,B	A,B	-	A-D
abdominal wall				
- The retroperitonium.	A,B	A,B	-	A-D
- Adrenals.	A,B	A,B	-	A-D
- Kidneys, ureters and bladder	A,B	A,B	-	A-D
- Peritonium and intraperitoneal	A,B	A.B	-	A-D
structures.				
Female pelvis.	A,B	A,B	-	A-D
- Great vessels in the abdomen	A,B	A,B	-	A-D
and pelvis				
- Prostate.	A,B	A,B		A-D
- Testes, spermatic cord, and	A,B	A,B		A-D
seminal vesicles.				
- Scrotum and inguinal canal.	A,B	A,B		A-D
- Male and female external	A.B	A,B		A-D
genetalia.				
- Male urethra and female	A,B	A,B		A-D
urethra				
Unit (Module) 2 Surgical Pathology				
Immunity & hypersensitivity.	A	A,B	-	A-D
Bacterial non specific	A	A,B	-	A-D
infections.				

Parasitic infestations.	A	A,B	-	A-D
Specific infections.	A	A,B	ı	A-D
• Tumors.	A	A,B	-	A-D
 Obstructive uropathy and 	В	A,B	-	A-D
urolithiasis.				
Genitourinary tumors.	В	A,B	-	A-D
Genitourinary infections.	В	A,B	-	A-D
Genitourinary parasitic	В	A,B	-	A-D
infestation				
Unit (Module)) 3 Clinical Dec	cision Making	3	
History	A	A,B	-	A-D
Physical examination	A	A,B	1	A-D
 Urine analysis 	A	A,B	1	A-D
Unit (Module) 4 Basics of Urologic Surgery				
Preoperative evaluation.	A	A,B	-	A-D
Presurgical training.	A	A,B	-	A-D
Surgical risk evaluation.	A	A,B	-	A-D
Special population.	A	A,B	-	A-D
Preparation for surgery	A	A,B	-	A-D
Anesthesia consideration	A	A,B	-	A-D
Blood products.	A	A,B	-	A-D
Abdominal incisions.	A	A,B	-	A-D
Unit (Module) 5	Molecular &	Cellular Biolo	ogy	
Innate immunity	A	A,B	-	A-D
Adaptive immunity	A	A,B	-	A-D
Lymphocyte activation	A	A,B	-	A-D
T-Cell maturation.	A	A,B	-	A-D
Lymphocyte tolerance	A	A,B	-	A-D

 Tumor immunology 	A	A,B	-	A-D
Immunotherapy	A	A,B	-	A-D
Molecular Immunolog.	A	A,B	-	A-D
Unit (Module) 6 Rea	nal Physiology	& Pathophys	siology	
Renal physiology	A	A,B	-	A-D
 Renal Pathophysiology 	A	A,B	-	A-D
Unit (Module) 7 Unit (Module) 7 Unit (Module)	rine Transport	& Storage E	mpty	
Urinary tract dysfunction	A	A,B	-	A-D
 Incontinence & pelvic prolapse 	A	А,В	-	A-D

5. Course methods of teaching/learning:

- 1. Didactic (lectures, seminars, tutorial)
- 2. Observation and supervision
- 3. Written & oral communication
- 4. Senior staff experience
- 6. Course Methods of teaching/learning: for students with poor achievements
- 1. Extra Didactic (lectures, seminars, tutorial) according to their needs

7. Course assessment methods:

- i. Assessment tools:
 - 1. Written and oral examination
 - 2. Log book
- **ii. Time schedule:** After 12 months from applying to the M D degree.
- iii. Marks: 350

8. List of references

- i. Lectures notes
 - Course notes

Staff members print out of lectures and/or CD copies

ii. Essential books

- Campbell Text book of Urology 12th edition 2020
- European association of urology guidelines 2022

iii. Recommended books

- complications of urologic surgery 5th edition, 2017
- Smith's general urology 19th edition, 2020

Iv. Periodicals, Web sites, etc

- Journal of urology.
- Urology.
- European urology.
- Urologic clinics of North America
- British journal of urology.
- AUA updated series
- Human pathology
- Histopathology
- American Journal of surgical pathology
- ➤ Web Sites: http://www.ncbi.nlm.nih.gov/pubmed/

9. Signatures

Contributor	Name	Signature	Date
Program Principle Coordinator:	Prof. Alaa Ezzat		
	Abdelmoneim		
Program Assistant Coordinator:	Prof. Ahmad Mohamad		
	Abdelaziz		
Head of the Responsible Department	Prof. Alaa Ezzat		
(Program Academic Director):	Abdelmoneim		

Second Part

Course 5 Urology 2

Name of department: Urology

Faculty of medicine
Assiut University

2022-2023

I. Course data

- Course Title: : M. D. degree of urology
- Course code: URO316B
- Speciality: Urology
- Number of credit points: 147 credit point didactic 24 credit point (16.3%) practical 123 credit point (83.7%)
- Department (s) delivering the course: Urology department, faculty of medicine, Assiut university hospital
- Coordinator (s):

Course coordinator: Prof. Alaa Ezzat Abdelmoneim

- Assistant coordinator: Prof. Ahmad Mohamad Abdelaziz
- Date last reviewed: 10/2022
- Requirements (prerequisites) if any : Completed first part of the program.
- Requirements from the students to achieve course ILOs are clarified in the joining log book.

Unit	Principle Coordinator	Assistant coordinators
1- Unit (Module) 1 Urological emergency	Prof. Abdelfattah Ibrahim	-Prof.Yasser Abdelsalam -Prof. Adel Korkar.
2- Unit (Module) 2 Obstructive uropathy and urolithiasis	Prof. Fathy Gaber.	 Prof. Ahmed Mohamm Abdelmonem. Prof.Mohammed Abdel-base Prof.Mohammed Abdallah Elgammal.
3- Unit (Module) 3 Andrology	Prof.Mohammed Esam-Eldien	Prof. Alaa Ezat. Prof. Ahmed Mohammed Altaher
4- Unit (Module) 4 Genitourinary trauma	Prof. Salah Eldien Shaker.	Prof. Medhat Ahmed Abdalla.
5- Unit (Module) 5 Genito- urinary infection	Prof. Atef Abdelaziz	Prof. Adel Kurkar
6- Unit (Module) 6 Gentio- urinary tumours	Prof. Mohammed Ahmed Shalaby	Prof. Diaa-Eldien Abdelhamid.
7- Unit (Module) 7 Pediatric urology	Prof. Hisham Mokhtar.	Prof. Ahmad Mohamad Abdelaz
8- Unit (Module) 8 Female urology and neurourology	Prof. Mohammed Ibrahim Taha.	Prof. Mohammad Abdallah Elgammal
9- Unit (Module) 9 Renal transplantation	Prof. Hisham Mokhtar.	Prof. Diaa-Eldien Abdelhamid.

2. Course Aims

- 1. To enable MD students to master high level of clinical skills, in addition to update and advanced medical knowledge, integration and interpretation of different investigations, professional competence in the area of urological diseases, genitor-urinary surgery, diagnostic and therapeutic urological endoscopy.
- 2. To provide candidates with enough general skills related to genitor-urinary diseases including, writing specialized medical reports, use of information technology in clinical decisions and research, teaching junior students and counseling patients and their families about genito-urinary diseases.

3. Course intended learning outcomes (ILOs):

Unit (Module) 1 Urological emergency

A-Knowledge and understanding

ILOs	Methods of	Methods
	teaching/	of
	learning	Evaluation
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Obstructive anuria. Acute retention of urine. Infected hydronephrosis. Hematuria. Priapism and fracture penis. Testicular torsion. 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service	-OSCE at the end of each year -log book & portfolio
 B. Mention the principles of: Epidemiology of bilharziasis in Egypt complications of renal failure pathphysiology of priapsim the most common cause of acute retention in different age groups C. Mention basics of the following rare diseases and conditions: High flow priapism Incarcerated retroverted gravid uterus as a cause of retention D. Explain the facts and principles of the relevant basic and clinically supportive sciences related to Urological emergency 	teaching	

E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Urological emergency	
F. Describe the basic ethical and medicolegal	
principles revenant to the Urological emergency.	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Urological emergency on the society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
A. Take history, examine and clinically	-Didactic	-OSCE at the
diagnose different conditions related	(lectures, seminars,	end of each
Urological emergency	tutorial)	year -log book &
	-Clinical	portfolio
	rounds	- One MCQ
	Clinical	examination
	rotations	at the
	(service	second half
	teaching)	of the
		second year
		and another one in the
		third year
		-Clinical
		exam
B. Order the following non invasive and	-Clinical	- Procedure
invasive diagnostic procedures	round with	presentation
- Urine analysis	senior staff	-Log book
- Complete blood picture	-Observation Post	-Chick list
·	graduate	
- Bleeding profile	teaching	
-Abdominal U.S.	-Hand on	
-KUB film and IVU	workshops	
-Kidney function tests (Blood urea and	-Perform	
serum creatinin) measurement	under 	
- MRI	supervision	
- Cystsopy	of senior staff	

-Scrotal US with color duppler		
C. Interpret the following non invasive and invasive diagnostic procedures -IVU -MRI -Scrotal US -Penile Doppler	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
D. Perform the following non invasive and invasive diagnostic procedures -Abdominal US -Cystscopy and TUR biopsy	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	Procedure presentationLog bookChick list
 E. Prescribe the following non invasive and invasive therapeutic procedures -Urine analysis -Kidney function tests -complete blood picture -Bleeding profile 	-Observation -Post graduate teaching -Hand on workshops	Procedure presentationLog bookChick list

-Abdominal US		
-MRI		
-Ascending Urethrocystography		
-Cystscopy and TUR biopsy.		
F. Perform the following non invasive and invasive therapeutic procedures	-Observation -Post	- Procedure presentation
-Urethral cathetrization	graduate teaching	- Log book - Chick list
-Suprapubic tube insertion	-Hand on	
-Cystscopy and Biopsy with bimanual evaluation under anathaesia.	workshops	
- Ureteric cathetrization or JJ insertion		
-Repair of tunical tear		
-Percutaneous drainage of infected hydronephrosis		
G. Develop and carry out patient management plans for the problems mentioned in A.A	-Clinical round with senior staff	
H. Counsel and educate patients and their family about	-Clinical round with	
-Predisposing factors for acute retention	senior staff	
- Who that at risk of acute renal failure.		
-Drugs causing priapism and how to avoid them		
I. Use information technology to support patient care decisions and patient education for Urological emergency related conditions	-Clinical round with senior staff	

 J. Provide health care services aimed at preventing the following conditions -Acute retention in old people -Obstructive anuria in solitary kidney patiens -Priapism in paients with blood diseases 	-Clinical round with senior staff	
K. Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
G. Perform the following oral communications:		
 Mass description for prevention of bilharziasis. 		
 Health education about the risks of cigarette smoking on genito-urinary system 		
H. Fill the following reports:		
-Ultrasonographic report		
-Cystscopy report		
I. Work effectively with others as a member or leader of a health care team.		

Professionalism

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

Systems-Based Practice

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

Unit 2 (Module) Obstructive uropathy and urolithiasis

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	of Evaluation
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Renovascular hypertension Upper urinary tract obstruction Uretropelvic junction obstruction. Retrocaval ureter Ureteral stricture Disease. Ureteroernteric anastomotic stricture disease. Retroperitoneal fibrosis. BPH Urolithiasis B. Mention the principles of : 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching	-OSCE at the end of each year -log book & portfolio
 Epidemiology of bilharziasis, urtoloithiasis in Egypt complications of upper tract obstruction pathophysilogy of upper urinary tract obstruction different modalities of treatment of uroloithasis complications of different methods of intevention in the treatmen of uroloithiasis Urolithiasis Etiology,epidemiology and pathogenesis Evaluation and Medical management of urinary lithiasis. Surgical management of upper urinary tract calculi. Uretroscopy and retrograde ureteral access. Percutaneous management of upper urinary tract 		

pathology	
C. Mention basics of the following rare diseases and	
conditions:	
-Retroperitoneal fibrosis	
-Retrocaval ureter	
-Infundibulopelvic atresia	
-Familial oxalosis	
-High inserted ureter as a cause of UPJO	
D. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Obstructive uropathy and urolithiasis	
E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Obstructive uropathy and urolithiasis	
F. Describe the basic ethical and medicolegal	
principles revenant to the Obstructive uropathy	
and urolithiasis.	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Obstructive uropathy and urolithiasis	
on the society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Obstructive uropathy and urolithiasis	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures - Urine analysis - Complete blood picture - Bleeding profile -Abdominal U.S. -KUB film and IVU -Kidney function tests (Blood urea and serum creatinin) measurement - MRI - Cystsopy	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list

	1	1
-Metabolic evaluation for recurrent urolithasis		
-TRUS and TRUS biopsy		
-Urodynamic studies		
-Radio-isotope scanning		
C. Interpret the following non invasive and invasive diagnostic procedures -IVU -MRI -Radioisotope scanning -Urine analysis	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
D. Perform the following non invasive and invasive diagnostic procedures -Abdominal US -Cystscopy and TUR biopsy -TRUS and biopsy -AURG -Urodynamic study	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
E. Prescribe the following non invasive and invasive therapeutic procedures	-Observation -Post graduate	- Procedure presentation - Log book

	toaching	- Chick list
-PCNL	teaching -Hand on	- CHICK HSt
-URS	workshops	
-ESWL	,	
-Pyelopasty		
-TURP		
-Laser endouretrotmy		
-Ileal loop replacement, Boari flap and psoas hitch		
-Endopyelotomy.		
- Medical ttt of uroloithiasis		
F. Perform the following non invasive and invasive therapeutic procedures	-Observation -Post	- Procedure presentation
-Uretric re-implantaion	graduate teaching	- Log book - Chick list
-pyelolithotomy and nephrolithotomy	-Hand on	
-uretrolithotomy	workshops	
-Medical ttt of uroloithiasis		
-Trans-vesical prostatectomy		
-Insertion of ureteric catheter and jj stents		
-Percutaneous nephrostomy tube insertion		
G. Develop and carry out patient management plans for the problems mentioned in A.A	Clinical round with senior staff	
H. Counsel and educate patients and their family about	-Clinical round with	
-Predisposing factors for acute retention	senior staff	
- Who that at risk of acute renal failure.		
-Drugs causing priapism and how to avoid		

them		
I. Use information technology to support patient care decisions and patient education for Obstructive uropathy and urolithiasis related conditions.	-Clinical round with senior staff	
J. Provide health care services aimed at preventing the following conditions-Acute retention in old people	-Clinical round with senior staff	
-Obstructive anuria in solitary kidney patients		
-Priapism in paients with blood diseases		
K. Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/	Methods of Evaluation
	learning	
F. Create and sustain a therapeutic and	-Simulations	- Global
ethically sound relationship with	-Clinical	rating
patients	round	-Procedure
·	-Seminars	& case
	-Lectures	presentation
	-Case	-Log book &
	presentation	Portfolios
	-Hand on	
	workshops	- Chick list
G. Perform the following oral		
communications:		
- Mass description for prevention of		
bilharziasis.		
- Health education about the risks of		
cigarette smoking on genito-urinary		
system		
H. Fill the following reports:		
-Ultrasonographic report		
-Cystscopy report		
I. Work effectively with others as a member or leader of a health care team.		

Professionalism

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

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M.Work effectively in different health care delivery settings and systems.	Observation - Senior staff experience	1. 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		1. Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		 3600 global rating Patient survey
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

Unit (Module) 3 Andrology

A-Knowledge and understanding

ILOs	Methods of teaching/	of
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Male Infertility. Peyronie's disease. Female sexual dysfunction Ejaculatory disorders and Premature Ejaculation. erectile dysfunction 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations	-OSCE at the end of each year -log book & portfolio
B. Mention the principles of :	-Service teaching	
 Epidemiology of male infertility Risk factors for erectile dysfunction Partner problems with premature ejaculation Male reproductive physiology. Surgical management of male infertility. Physiology of penile erection and path physiology of erectile dysfunction. 		
 Evaluation and Non surgical management of erectile dysfunction. Premature Ejaculation. Prosthetic surgery for erectile dysfunction. Vascular surgery for erectile dysfunction. Androgen deficiency in ageing male. Urologic management of female with sexual health concern 		

 C. Mention basics of the following rare diseases and conditions: Chromsomal and genetic disorders of infertity Antisperm antibodies in infertil patients Traumatic erectile dysfunction 	
D. Explain the facts and principles of the relevant basic and clinically supportive sciences related to Andrology	
E. Explain the facts and principles of the relevant basic and clinically supportive sciences related to Andrology	
F. Describe the basic ethical and medicolegal principles revenant to the Andrology	
G. Describe the basics and measurements of quality assurance to ensure good clinical care in Andrology	
H. Explain the ethical and scientific principles of medical research	
I. Explain the impact of common health problems in the field of Andrology on the society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Andrology	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures - Randome blood sugar -Kidney function tests -Urine analysis -Semen analysis -Office test -Penile US with color doppler -Cvernosography -CASA -Testicular biopsy	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list

	T	T
-Hormonal profile		
-Vasography		
-Scrotal US		
-Sperm function tests		
C. Interpret the following non invasive and invasive diagnostic procedures -Semen analysis -Penile US with color doppler -Cavernosography -Vasography -Office test -testicular biopsy	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	Procedure presentationLog bookChick list
D. Perform the following non invasive and invasive diagnostic procedures -Abdominal US - Scrotal US -TRUS and biopsy -Testicular biopsy -Office test	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
E. Prescribe the following non invasive and invasive therapeutic proceduresTesticular biopsy	-Observation -Post graduate teaching	ProcedurepresentationLog bookChick list

 Sperm aspiration Vaso-vasostomy and epididymovasostomy Varix ligation TUR vero Medical treatmen of ED Medical treatment of erectile dyfunction Vacum device for treatment of ED Intracorporeal injection for ED treatment F. Perform the following non invasive and invasive therapeutic procedures Testicular biopsy Sperm aspiration Vaso-vasostomy and epididymovasostomy Varix ligation TUR vero Medical treatmen of ED Medical treatment of erectile dyfunction Introcorporeal injection for Peyronies's 	-Observation -Post graduate teaching -Hand on workshops	- Procedure presentation - Log book - Chick list
- Introcorporeal injection for Peyronies's		
- Penil prothesis fixation		
- Penil vascular surgery		
- Sperm retrival		
G. Develop patient management plans for the problems mentioned in A.A	Clinical round with senior staff	
H. Counsel and educate patients and their family about	-Clinical round with senior staff	

	-Predisposing factors for acute retention		
	- Who that at risk of acute renal failure.		
	-Drugs causing priapism and how to avoid them		
I.	Use information technology to support patient care decisions and patient education for Andrology related conditions.	-Clinical round with senior staff	
J.	Provide health care services aimed at preventing the following conditions	-Clinical round with	
	-Acute retention in old people	senior staff	
	-Obstructive anuria in solitary kidney patiens		
	-Priapism in paients with blood diseases		
K.	Work with health care professionals, including those from other disciplines, to provide patient-focused care .	-Clinical round with senior staff	
L.	Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

interpersonal and Communication Skills			
ILOs	Methods of	Methods of	
	teaching/	Evaluation	
	learning		
F. Create and sustain a therapeutic and	-Simulations	- Global	
ethically sound relationship with	-Clinical	rating	
patients	round	-Procedure	
	-Seminars	& case	
	-Lectures	presentation	
	-Case	-Log book &	
	presentation	Portfolios	
	-Hand on		
	workshops	- Chick list	
G. Perform the following oral			
communications:			
- Male and female sexual relation			
ship in patients with Premature			
ejaculation.			
- Patient assurance in females with			
sexual dysfunction			
- Health education about the risks of			
cigarette smoking on genito-urinary			
system			
H. Fill the following reports:			
-Ultrasonographic report			
-TRUS report			
-Report of office test			
I. Work effectively with others as a			
member or leader of a health care			
team.			
L	ı	I	

Professionalism

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

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M.Work effectively in different health care delivery settings and systems.	Observation - Senior staff experience	1. 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		1. Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		 3600 global rating Patient survey
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

Unit (Module) 4 Genitourinary trauma

A-Knowledge and understanding

ILOs	Methods of teaching/	of
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Renal trauama Uretral trauama Bladder trauama Urehral trauma Genital trauma Mass causlity eevents, Triage and damage control B. Mention the principles of: Different types of pelvic fractures and their effect on bladder and urethral injuries Motor car accidents and how these lead to genitourinary trauma congenital anomalies and their impact on the incidence of renal trauama 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching	-OSCE at the end of each year -log book & portfolio
 C. Mention basics of the following rare diseases and conditions: - Acceleration deceleration injuries in renal trauma - Female urethral injuries - Gunshot injuries of the urethra - Non iatrogenic uretral injuries 		
D. Explain the facts and principles of the relevant basic and clinically supportive sciences related to Genitourinary trauma		

E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Genitourinary trauma	
F. Describe the basic ethical and medico-legal	
principles revenant to the Genitourinary trauma	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Genitourinary trauma on the society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Genitourinary trauma	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
 B. Order the following non invasive and invasive diagnostic procedures - Urine analysis - Abdominal U.S. - KUB film - EXU - CT with pre and post contrast - Retrograde urethrocystography - Scrotal US 	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list
C. Interpret the following non invasive and	-Clinical	- Procedure

invasive diagnostic procedures	round with	presentation
	senior staff	- Log book
-KUB	Observation	- Chick list
-EXU	-Post	
-CT scan	graduate	
-RUG	teaching	
	-Hand on	
	workshops	
	-Perform	
	under	
	supervision	
	of senior staff	
D. Perform the following non invasive and	-Clinical	- Procedure
invasive diagnostic procedures	round with	presentation
-Abdominal US	senior staff	- Log book
- Scrotal US	Observation	- Chick list
	-Post	
-RUG	graduate teaching	
-AURG	-Hand on	
	workshops	
	-Perform	
	under	
	supervision	
	of senior staff	
E. Prescribe the following non invasive and	-Observation	- Procedure
invasive therapeutic procedures	-Post	presentation
- Urethral catheterization	graduate	- Log book
	teaching	- Chick list
- Suprapubic tube insertion	-Hand on	
- Emergency PCN tube insertion	workshops	
- Repair of bladder tear		
- Scrotal exploration		
- Kidney exploration		
<i>I</i> 1	l	1

- Ureteral replacement		
 F. Perform the following non invasive and invasive therapeutic procedures Urethral catheterization Suprapubic tube insertion Emergency PCN tube insertion Repair of bladder tear Scrotal exploration Renal exploration Ureteral replacement 	-Observation -Post graduate teaching -Hand on workshops	- Procedure presentation - Log book - Chick list
G. Develop and carry out patient management plans for the problems Mentioned in A.A	Clinical round with senior staff	
 H. Counsel and educate patients and their family about - Patients with congenital anomalies that at risk for trauma 	-Clinical round with senior staff	
I. Use information technology to support patient care decisions and patient education for Genitourinary trauma related conditions.	-Clinical round with senior staff	
 J. Provide health care services aimed at preventing the following conditions Bladder rupture during driving Ureteral injuries during gynecological and urological operations 	-Clinical round with senior staff	
K. Work with health care professionals, including those from other disciplines, to	-Clinical round with senior staff	

provide patient-focused care.	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)	

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating - Procedure & case presentation - Log book & Portfolios - Chick list
G. Perform the following oral communications:		
 Informing the patients for the risks and benefits of conservative versus exploratory management 		
H. Fill the following reports:		
 Descriptive reports for the types and effects of trauma 		
- The intra-operative findings in medicolegal record sheets		
I. Work effectively with others as a member or leader of a health care team .		

Professionalism

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

Systems-Based Practice

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

Unit (Module) 5 Genitourinary infections

A-Knowledge and understanding

ILOs	teaching/ learning	Methods of Evaluation
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Non specific infections of genitourinary tract. Inflammatory condition of the male genitourinary tract including Prostatitis , Orchitis, and Epidydemitis Painful Bladder Syndrome, Interstitial cystitis and related disorders. Tuberculosis of genitourinary tract. Fungal and Parasitic infestation of genitourinary tract especially bilharziasis. Sexually transmitted diseases. Urologic implication of AIDS and HIV infection. Cutaneous diseses of the external genitalia. B. Mention the principles of: Epidemiology of bilharziasis in Egypt Pathogenesis of bilharzial lesions Complications of sexually transmitted diseases Pathogenesis of genitourinary tuberculosis C. Mention basics of the following rare diseases and conditions: Malakoplakia Interstitial cystitis Syphilis D. Explain the facts and principles of the relevant 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching	-OSCE at the end of each year -log book & portfolio
basic and clinically supportive sciences related to		

Genitourinary infection	
E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to s	
Genitourinary infection	
F. Describe the basic ethical and medicolegal	
principles revenant to the genitourinary infection.	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Genitourinary infection on the society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Genitourinary infection	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures - Urine analysis - Urine culture and - TB culture -Abdominal U.S. -KUB film and IVU -Kidney function tests (Blood urea and serum creatinin) measurement - MRI - Cystsopy	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list

-Scrotal US		
-TRUS		
C. Interpret the following non invasive and invasive diagnostic procedures -IVU -MRI -Scrotal US	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervis	- Procedure presentation - Log book - Chick list
D. Perform the following non invasive and invasive diagnostic procedures -Abdominal US -TRUS -Cystscopy and TUR biopsy	-Clinical round with senior staff Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
 E. Prescribe the following non invasive and invasive therapeutic procedures - Prescription of antibiotics - Drainage of peri-renal abscess - Drainage of scrotal abscess - Drainage of infected hydronephrosis 	Observation -Post graduate teaching -Hand on workshops	ProcedurepresentationLog bookChick list

 Nephrectomy for non functioning TB pyonephrosis 		
 Augmentatation ileocystoplasty for vontracted bladder 2ndry to TB or Bilharziasis 		
F. Perform the following non invasive and invasive therapeutic procedures	-Observation -Post	- Procedure presentation
 Percutaneous drainage of infected hydronephrosis. 	graduate teaching -Hand on	- Chick list
 Drainage of renal and perinephric abscess 	workshops	
- TUR of prostatic absecss		
- Drianage of scrotal or testicular absecss		
- TUR of bilharzilal lesions (Granuloma, Polyp, Ulcer		
G. Develop and carry out patient management plans for the problems mentioned in A.A	Clinical round with senior staff	
H. Counsel and educate patients and their family about	-Clinical round with	
-Sexually transmitted diseases (implications, methods of transmission, shape of lesions, when and how to start treatment)	senior staff	
-Public health measures to prevent spread of Bilharziasis		
I. Use information technology to support patient care decisions and patient education for Genito-urinary infection related conditions.	-Clinical round with senior staff	
J. Provide health care services aimed at	-Clinical	

preventing the following conditions	round with	
-Septicemia in patients with infected hydronephrosis	senior staff	
-Transmission of infection to partner in sexually tyransmitted diseases.		
-Testicular absecss formation in patients with acute epididymo-orchitis		
K. Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
F. Create and sustain a therapeutic and	-Simulations	- Global
ethically sound relationship with	-Clinical	rating
patients	round	-Procedure
·	-Seminars	& case
	-Lectures	presentation
	-Case	-Log book &
	presentation	Portfolios
	-Hand on	
	workshops	- Chick list
G. Perform the following oral		
communications:		
- Mass description for prevention of		
bilharziasis.		
- Health education about the risks of		
cigarette smoking on genito-urinary		
system		
H. Fill the following reports:		
-Ultrasonographic report		
-Cystscopy report		
I. Work effectively with others as a member or leader of a health care team.		

Professionalism

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

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M.Work effectively in different health care delivery settings and systems.	-Observation - Senior staff experience	1. 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		1. Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		 3600 global rating Patient survey
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

Unit (Module) 6 Genitourinary tumours

A-Knowledge and understanding

ILOs	Methods of teaching/	Methods of
	learning	Evaluation
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Non muscle invasive bladder cancer. Muscle invasive and Metastatic bladder cancer Renal tumours Adrenal Gland tumours Prostatic tumours. Testicular cancer. Penile cancer. 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching	-OSCE at the end of each year -log book & portfolio
 B. Mention the principles of: epidemiology of genito-urinary tumors risk factors for bladder cancer, prostate cancer, RCC, testicular cancer and penile cancer distribution of bladder cancer among bilharzial and non bilharzial patients precancerous lesions of the penis Molecular and cellular biology C. Mention basics of the following rare diseases and conditions: Renal oncocytoma, angiomyolipoma and other benign renal tumours, Atypical presentations of testicular tuomours Incidentaloma Choriocarcinoma 		

- Bladder adenocarcinoma	
- Prostatic TCC	
D. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Genitourinary tumours	
E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Genitourinary tumours	
F. Describe the basic ethical and medicolegal	
principles revenant to the Genitourinary tumours	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Genitourinary tumours on the society.	

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case in common problem related to conditions mentioned in A.A	-Clinical rounds	-Procedure and case
related to contain in mentioned in 74.74	-Senior staff experience	presentation -Log book & Portfolio
B. Apply the basic and clinically supportive sciences which are appropriate to the speciality related conditions / problem / topics.		
C. Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical. situation related to Genitourinary tumours		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of clinical governs.		
G. Plan quality improvement activities in the field of medical education and clinical practice in his speciality.		
H. Create and innovate plans, systems, and other issues for improvement of performance in his practice.		
I. Present and defend his / her data in front of a panel of experts		
J. Formulate management plans and alternative decisions in different situations in the field of Genitourinary tumours		

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Genitourinary tumours	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
 B. Order the following non invasive and invasive diagnostic procedures Urine analysis Complete blood picture Bleeding profile Abdominal U.S. KUB film and IVU Kidney function tests (Blood urea and serum creatinin) measurement MRI Cystsopy and biopsy with bimanual 	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list

evaluation under anesthesia		
-Urine cytology		
-PSA		
-TRUS and TRUS biopsy		
-CT scan		
-Scrotal US		
-Testicular tumour serum markers		
C. Interpret the following non invasive and invasive diagnostic procedures	-Clinical round with	- Procedure presentation
- Urine analysis	senior staff -Observation	- Log book - Chick list
-Abdominal U.S.	-Post	
-KUB film and IVU	graduate	
-Kidney function tests (Blood urea and serum creatinin) measurement	teaching -Hand on workshops	
- MRI	-Perform	
 Cystsopy and biopsy with bimanual evaluation under anesthesia 	under supervision	
-Urine cytology	of senior staff	
-PSA		
-TRUS and TRUS biopsy		
-CT scan		
-Scrotal US		
-Testicular tumour serum markers		
D. Perform the following non invasive and invasive diagnostic procedures	-Clinical round with senior staff	ProcedurepresentationLog book
-Abdominal US	-Observation	- Chick list
-Cystscopy and TUR biopsy	-Post graduate	
-TRUS and biopsy	graduate	

-TRUS and TRUS biopsy -Scrotal US	teaching -Hand on workshops -Perform under supervision of senior staff	
 E. Prescribe the following non invasive and invasive therapeutic procedures Radical adrenalectomy (open or laparoscopic). Radical nephrectomy (open or laparoscopic). Nephron sparing surgery Nephrouterctomy TURT Radical cystectomy with suitable shunt (Open or laparoscopic) Radical prostatectomy Inguinal orchidectomy RPLND Total or partial penectomy 	-Observation -Post graduate teaching -Hand on workshops	 Procedure presentation Log book Chick list
 F. Perform the following non invasive and invasive therapeutic procedures Radical cystectomy and shunt TUR biopsy Inguinal orchidectomy G. Develop and carry out patient management plans for conditions mentions in A.A 	-Observation -Post graduate teaching -Hand on workshops Clinical round with senior staff	- Procedure presentation - Log book - Chick list

		Ι .	<u> </u>
Н.	Counsel and educate patients and their family about	-Clinical round with	
-	Cortisone replacement after adrenalectomy	senior staff	
-	Weighing benefit against risk of nehpron sparing surgery specially in bilateral tumours		
-	Fertility after orchidectomy		
-	Different options for treatment of different stages of bladder cancer		
-	Different types of supravesical shunts, advantages and disadvantages		
1.	Use information technology to support patient care decisions and patient education for Genitourinary tumours related conditions.	-Clinical round with senior staff	
J.	Provide health care services aimed at preventing the following conditions	-Clinical round with	
	-Addisonian crisis after adrenalectomy	senior staff	
	-Renal failure after radical nephrectomy		
	-Metabolic complications after urinary diversion		
	-TUR syndrome during TURP		
	-Infertility after Orchidectomy and RPLND		
	-Incontinence after radical prostatectomy		
	-Recurrence after radical excision of the primary tumour		

- Tumour progression in patient under watchful waiting or surveillance		
K. Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs Methods of Methods of			
ILOS	_		
	teaching/	Evaluation	
	learning		
F. Create and sustain a therapeutic and ethically	-Simulations	- Global	
sound relationship with patients	-Clinical round	rating	
	-Seminars	-Procedure	
	-Lectures	& case	
	-Case	presentation	
	presentation	-Log book &	
	-Hand on	Portfolios	
	workshops		
		- Chick list	
G. Perform the following oral communications:			
-Prescribe the requirements and steps for			
surveillance of a patient with testicular			
tumour			
-Describe the different types of shunts			
with special references to the advantage			
and disadvantages of each one			
- Explain to the patients with			
catheterizable pouches how to do self			
catheterization		1	
H. Fill the following reports:			
-Ultrasonographic report			
-Cystscopy report			
-operative report			
-Descriptive report to the excised tissue			
when sending biopsy for hisopathological			
evaluation			
I. Work effectively with others as a member or			
leader of a health care team.			
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Professionalism

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

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M.Work effectively in different health care delivery settings and systems.	-Observation - Senior staff experience	1. 360o global rating
 N. Practice cost-effective health care and resource allocation that does not compromise quality of care O. Advocate for quality patient care and assist patients in dealing with system complexities 		 Check list evaluation of live or recorded performance 3600 global rating Patient
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		survey

Unit (Module) 7 Pediatric urology

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Phimosis. Cryptorchidism. Hydrocele. Hypospadius. Congenital penile curvature. Varicocele in children and Adolescent. Micropenis. Daytime lower urinary tract condition. Monosymptomatic Enuresis. Management of neurogenic bladder in children. Dilation of the upper urinary tract (UPJ and uretervesical junction obstruction). Vesicoureteral Reflux. Urinary stone diseases. Obstructive pathology of renal duplication (ureterocele and ectopic ureter) Disorder of sex development. Exstrophy-epispadias complex. Posterior urethral valve. B. Mention the principles of: Epidemiology of nocturnal enuresis Pathphysiology of upper urinary tract obstruction in children	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching	-OSCE at the end of each year -log book & portfolio

 Epidemiology and pathophysiology of antenatal hydronephrosis 	
 Embryology and pathophysiology of hypospadias, 	
bladder exstrophy, cryptorchidism, uretral	
duplication and uretroceles	
Genetic basis of sexual ambiguity	
C. Mention bases of the following rare diseases and	
conditions:	
- Prune-Belly syndrome	
- Sites of ectopic testis	
- Phenotypes and genotypes of insersexs	
syndromes	
- Varities of cloacal malformation	
- Potter's syndrome	
- Familial cystinuria	
- Renal crossing anomalies	
- Congenital megalourethra	
- Congenital urethral atresia	
D. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Pediatric urology	
E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Pediatric urology	
F. Describe the basic ethical and medicolegal	
principles revenant to the Pediatric urology	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Pediatric urology on the society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Pediatric urology	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures - Urine analysis - Complete blood picture - Bleeding profile - Abdominal U.S. - KUB film and IVU - VCUG - Kidney function tests (Blood urea and serum creatinin) measurement - MRI	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list

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-CT scan		
- Cystsopy		
-Metabolic evaluation for recurrent urolithasis		
- Diagnostic laparoscopy with possibility of biopsy		
-Urodynamic studies		
-Radio-isotope scanning with radionuclide cystography		
C. Interpret the following non invasive and invasive diagnostic procedures	-Clinical round with	- Procedure presentation
-Abdominal US	senior staff -Observation	- Log book - Chick list
-IVU	-Post	- CHICK HSt
-MRI	graduate	
-Radioisotope scanning	teaching	
-Urine analysis	-Hand on workshops	
-CT	-Perform	
-VCUG	under 	
-Cystscopy	supervision of senior staff	
-TRUS and biopsy	or semor starr	
-AURG		
-Urodynamic study		
-Sinography and sinoscopy		
-Scrotal US		
D. Perform the following non invasive and invasive diagnostic procedures -Abdominal US	-Clinical round with senior staff -Observation	ProcedurepresentationLog bookChick list
-AURG	-Post	

	1	
-VCUG	graduate	
-Scrotal US	teaching -Hand on	
-Cystscopy	workshops	
-Sinoscopy and sinography	-Perform	
	under	
	supervision	
	of senior staff	Dunanduna
E. Prescribe the following non invasive and	-Observation -Post	- Procedure presentation
invasive therapeutic procedures	graduate	- Log book
-Uretric re-implantaion with antireflux	teaching	- Chick list
techniques	-Hand on	
-pyelolithotomy and nephrolithotomy	workshops	
-uretrolithotomy		
-Medical ttt of uroloithiasis		
-Endoscopic valave ablation		
-Insertion of ureteric catheter and jj		
stents		
-Percutaneous nephrostomy tube		
insertion		
-Cutaneous vesicostomy or pyelostomy		
- Repair of bladder exstrophy		
- Repair of hypospadias and epispadias		
- Endoscopic injection of bulking agents		
-Pyeloplasty		
-Endoscopic endopeylotomy		
- Varix ligation		
F. Perform the following non invasive and	n	- Procedure
invasive therapeutic procedures	-Post	presentation
-pyelolithotomy and nephrolithotomy	graduate	- Log book
p, c.c, and nepmonents	teaching	- Chick list

	_		
-uretrolithotomy	-Hand on		
-Medical ttt of uroloithiasis	workshops		
-Insertion of ureteric catheter and jj stents			
-Percutaneous nephrostomy tube insertion			
-Cutaneous vesicostomy or pyelostomy			
- Varix ligation			
G. Develop and carry out patient management plans for the problems mentioned in A.A	Clinical round with senior staff		
H. Counsel and educate patients and their family about	-Clinical round with		
 Antenatal follow-up of fetal hydronephrosis. 	senior staff	Semor Starr	
-planning for the correct time for intervention for bladder exstrophy, epispadias, hypospadias, cryptorchidism			
-Gender assignement in cases of intersex			
-Role of parents in treatment of monosymptomatic nocturnal enuresis			
- The followup schedule for children with reflux			
 Assurance of parents with hypospadias and informing them not to circumcise their baby 			
I. Use information technology to support patient care decisions and patient	-Clinical round with senior staff		

	education for pediatric urology related conditions.		
J.	Provide health care services aimed at preventing the following conditions -Renal failure in children with hydronephrosis - Subfertility in children with cryptorchdism - Acute retention in children with phimosis	-Clinical round with senior staff	
	 -Undue circumcision in patients with hypospadias - Wrong gender assignment in intersect patients 		
K.	intersex patients Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L.	Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically sound relationship with patients	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list
G. Perform the following oral communications:		
- Parents assurance and education about the condition of their infant		
H. Fill the following reports:		
-Ultrasonographic report		
-Cystscopy report		
-Urodyamic's report		
I. Work effectively with others as a member or leader of a health care.		

Professionalism

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

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
M.Work effectively in different health care delivery settings and systems.	- Senior staff experience	1. 360o global rating
N. Practice cost-effective health care and resource allocation that does not compromise quality of care		1. Check list evaluation of live or recorded performance
O. Advocate for quality patient care and assist patients in dealing with system complexities		 3600 global rating Patient survey
P. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

Unit (Module) 8 Female urology and neurourology

A-Knowledge and understanding

ILOs	Methods of	Methods
	teaching/	of
	learning	Evaluation
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Stress urinary incontinence. Overactive bladder. Neuropathic bladder. Female lower urinary tract fistulae. 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service	-OSCE at the end of each year -log book & portfolio
 B. Mention the principles of : Epidemiology of stress among women The impact of parity on the prevalence of SUI Pathophysiology of SUI in multiparous women 	teaching	
C. Mention briefly state of art of the following rare diseases and conditions: -Idiopathic lower urinary fistulae D. Explain the facts and principles of the relevant		
basic and clinically supportive sciences related to female urology and neurourology E. Explain the facts and principles of the relevant basic and clinically supportive sciences related to female urology and neurourology		
F. Describe the basic ethical and medicolegal		

principles revenant to the female urology and	
neurourology	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of speciality on the society.	

B-Intellectual outcomes

ILOs	Methods	Methods of
	of	Evaluation
	teaching/	
	learning	
A. Design and present case in common	-Clinical	-Procedure and
problem related to conditions mentioned in	rounds	case
A.A	-Senior	presentation
	staff	-Log book &
	experience	Portfolio
B. Apply the basic and clinically supportive		
sciences which are appropriate to the		
speciality related conditions / problem / topics.		
C. Demonstrate an investigatory and analytic		
thinking "problem – solving "approaches to		
clinical. situation related to female urology and		
neurourology		
D. Plan research projects.		
E. Write scientific papers.		
F. Lead risk management activities as a part of		
clinical governs.		
G. Plan quality improvement activities in the		
field of medical education and clinical practice		
in female urology and neurourology.		

H. Create and innovate plans, systems, and	
other issues for improvement of performance	
in his practice.	
I. Present and defend his / her data in front of	
a panel of experts	
J. Formulate management plans and	
alternative decisions in different situations in	
the field of female urology and neurourology	

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to female urology and neurourology	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures- Urine analysis	-Clinical round with senior staff -Observation	Procedurepresentation-Log book-Chick list

	T	T
-Abdominal U.S. -KUB film and IVU -Kidney function tests (Blood urea and serum creatinin) measurement - MRI - Cystsopy -Urodynamic studies -VCUG -Dye test and double dye test	Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	
C. Interpret the following non invasive and invasive diagnostic procedures -Abdpminal US -IVU -MRI -Urine analysis	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
D. Perform the following non invasive and invasive diagnostic procedures -Abdominal US -Cystscopy - Urodynamic study -Dye test and double dye test	-Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under	- Procedure presentation - Log book - Chick list

		supervision	
		of senior staff	
E.	Prescribe the following non invasive and invasive therapeutic procedures -TVT and TOT operations for SUI -Buttox injection -Colposuspension -Augmentation cystoplasty -Urinary diversion and suitable shunt accordingly -Surgical treatment of lower urinary fistulae	-Observation -Post graduate teaching -Hand on workshops	Procedure presentationLog bookChick list
F.	Perform the following non invasive and invasive therapeutic procedures -None	-Observation -Post graduate teaching -Hand on workshops	ProcedurepresentationLog bookChick list
G.	Develop and carry out patient management plans for the problems mentioned in A.A	Clinical round with senior staff	
H.	Counsel and educate patients and their family about - TH nature of SUI and its implication on the quality of life - Different lines for treatment of SUI, advantages and complications of each type	-Clinical round with senior staff	
I.	Use information technology to support patient care decisions and patient education for female urology and	-Clinical round with senior staff	

	neurourology related conditions.		
J.	Provide health care services aimed at preventing the following conditions -Upper tract deterioration in patients with neurogenic bladder	-Clinical round with senior staff	
	-Incontinence related life disturbances- Erosin and mechanical complications of different tapes		
K.	Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L.	Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs Methods of Methods of			
ILOS		Evaluation	
	teaching/ learning	Evaluation	
	-Simulations	- Global	
F. Create and sustain a therapeutic and	-Clinical	rating	
ethically sound relationship with	round	-Procedure	
patients	-Seminars	& case	
	-Lectures	presentation	
	-Case	Log book &	
	presentation	Portfolios	
	-Hand on		
	workshops	- Chick list	
G. Perform the following oral			
communications:			
- Mass education on multiparity			
related urogynecological			
complications			
- Health education about the impact			
of incontinenec on quality of life			
H. Fill the following reports:			
-Ultrasonographic report			
-Cystscopy report			
I. Work effectively with others as a			
member or leader of a health care			
team.			

Professionalism

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

Systems-Based Practice

Methods of	Methods of
teaching/	Evaluation
learning	
-Observation	1. 360o global
- Senior staff	rating
experience	
	1. Check list
	evaluation of
	live or recorded
	performance
	1. 360o global
	rating
	2. Patient
	survey
	learning -Observation - Senior staff

Unit (Module) 9 Renal failure and transplantation

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
 A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions: Acute renal failure. Chronic renal failure. Malignancy. 	-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching	-OSCE at the end of each year -log book & portfolio
 B. Mention the principles of: Epidemiology of dialysis among patients with RF Surgically correctable acute RF Renal transplantation. Kidney donation. Kidney receipent. Transplantation tequnice. Matching of donar and receipent. Immunosuppression after kidney transpla- ntation Immunological complications. Annual screening. Graft and patient survival. Pathogenesis of chronic renal failure. 		
C. Mention basics of the following rare diseases and conditions:-Primary oxalosis		

-Membranous glomerulonephritis	
D. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Renal failure and transplantation	
E. Explain the facts and principles of the relevant	
basic and clinically supportive sciences related to	
Renal failure and transplantation	
F. Describe the basic ethical and medicolegal	
principles revenant to the Renal failure and	
transplantation.	
G. Describe the basics and measurements of quality	
assurance to ensure good clinical care in his field	
H. Explain the ethical and scientific principles of	
medical research	
I. Explain the impact of common health problems in	
the field of Renal failure and transplantation on the	
society.	

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Renal failure and transplantation	-Didactic (lectures, seminars, tutorial) -Clinical rounds 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 -Clinical exam
B. Order the following non invasive and invasive diagnostic procedures - Urine analysis - Complete blood picture and random blood sugar - Bleeding profile -Abdominal U.S. -KUB film -Kidney function tests (Blood urea and serum creatinin) measurement - MRI - Cystsopy -Serum electrolytes and blood gases	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Procedure presentation -Log book -Chick list

		T
-TRUS and TRUS biopsy		
-Urodynamic studies		
-Radio-isotope scanning		
-Angiography		
 Cross matchings with the donor and recipient 		
-Tissue typing		
C. Interpret the following non invasive and invasive diagnostic procedures	-Clinical round with senior staff	ProcedurepresentationLog book
-Kidney function tests	-Observation	- Chick list
-Serum electrolytes	-Post	
- Angiography	graduate	
-MRI	teaching	
-Radioisotope scanning	-Hand on workshops	
-Urine analysis	-Perform	
-Tissue typing	under	
-Cross matching tests	supervision of senior staff	
D. Perform the following non invasive and invasive diagnostic procedures	-Clinical round with senior	presentation
-Abdominal US	staff -Observation	- Log book - Chick list
-Cystscopy	-Post	Cinck list
-TRUS and biopsy	graduate	
-AURG	teaching	
-Urodynamic study	-Hand on workshops	
-VCUG	-Perform	
	under	
	supervision of	
	senior staff	

 E. Prescribe the following non invasive and invasive therapeutic procedures -PCN insertion -URS - JJ or stent or ureteric catheter insertion -Renal transplantation - Dialysis 	-Observation -Post graduate teaching -Hand on workshops	- Procedure presentation - Log book - Chick list
 F. Perform the following non invasive and invasive therapeutic procedures - PCN insertion - JJ or stent ureteric catheter insertion G. Develop and carry out patient 	Observation -Post graduate teaching -Hand on workshops Clinical round	- Procedure presentation - Log book - Chick list
management plans for the problems mentioned in A.A	with senior staff	
 H. Counsel and educate patients and their family about -Predisposing factors for Renal failure - Who that at risk of acute or chronic renal failure. - Hazards of uremia - Best selection criteria for donor transplantation 	-Clinical round with senior staff	
I. Use information technology to support patient care decisions and patient education for Renal failure and transplantation related conditions.	-Clinical round with senior staff	

 J. Provide health care services aimed at preventing the following conditions -Uremia complications -Graft rejection in patients with transplantation - Graft dysfunction after transplantation 	-Clinical round with senior staff	
K. Work with health care professionals, including those from other disciplines, to provide patient-focused care.	-Clinical round with senior staff	
L. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.(Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive, timely and legible medical records)		

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

III Oo		
ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
F. Create and sustain a therapeutic	-Simulations	- Global rating
and ethically sound relationship	-Clinical round	-Procedure & case
with patients	-Seminars	presentation
	-Lectures	-Log book &
	-Case presentation	Portfolios
	-Hand on	- Chick list
	workshops	
G. Perform the following oral communications:		
- Educate the recipient and donor for the risks and benefits		
H. Fill the following reports:		
-Ultrasonographic report		
-Cystscopy report		
I. Work effectively with others as a member or leader of a health care team.		

Professionalism

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

Systems-Based Practice

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

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

Time Schedule: Second part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical	General
			skill	Skills
	Α	В	С	D
Unit 1	Urological eme	ergency		
Section 1: Obstructive anuria	A,B,H	A-J	A-L	A-P
 Aetiology of obstructive anuria 	A,B,H	A-J	1	A-D,I-P
 Clinical picture of obstructive anuria 	A,B,H	A-J	A,H-L	A-G,H-P
 Investigations of obstructive anuria 	A,B,H	A-J	B-L	A-P
 Treatment of obstructive anuria 	A,B,H	A-J	E-L	A-G,H-P
Section 2: Acute retention of urine	A,B,H	A-J	A-L	A-P
 Cause of acute retention of urine 	A,B,H	A-J	-	A-D,I-P
 Diagnosis and D.D. of acute retention of urine 	A,B,H	A-J	B-L	A-P
 Treatment of acute retention 	A,B,H	A-J	E-K	A-G,H-P
Section 3: Infected hydronephrosis	A,B,H	A-J	A-L	A-P
 Aetiology of infected hydronephrosis 	A,B,H	A-J	-	A-D,I-P
Diagnosis of	A,B,H	A-J	B-L	A-P

hydronophrosis				
hydronephrosis	A D II		D 1	A D
 Investigations of infected 	A,B,H	A-J	B-L	A-P
hydronephrosis				
 Treatment of Infected 	A,B,H	A-J	E-L	A-G,H-P
hydronephrosis				
Section 4 : Hematuria	A,B,H	A-J	A-L	A-P
 Different etiological 	A,B,H	A-J	-	A-D,I-P
categories of hematuria				
 Diagnostic approach for a 	A,B,H	A-J	B-L	A-P
case with hematuria				
 Investigations for a case 	A,B,H	A-J	B-L	A-P
with hematuria				
Treatment of hematuria	A,B,H	A-J	E-L	A-G,H-P
(different lines of				
management)				
Section 5: priapism and fracture	A,B,C,H	A-J	A-L	A-P
penis	, , ,			
A. Priapism	A,B,C,H	A-J	A-L	A-P
 Different etiological types 	A,B,C,H	A-J	-	A-D,I-P
of priapism				
Diagnosis and clinical	A,B,C,H	A-J	B-L	A-P
picture of priapism				
 Investigations of a case of 	A,B,C,H	A-J	B-L	A-P
priapism	, , ,			
Treatment of priapism	A,B,C,H	A-J	E-L	A-G,H-P
B. Fracture penis	, , ,	A-J	A-L	A-P
Aetiology of fracture penis	A,B,H	A-J	-	A-D,I-P
Clinical presentation of	A,B,H	A-J	B-L	A-G,H-P
fracture penis	, , , -		_	
Surgical treatment of	A,B,H	A-J	E-L	A-G,H-P
fracture penis	, , , -		_	
Section 5: Testicular torsion	A,B,H	A-J	A-K	A-P
Causes of acute scrotum	A,B,H	A-J	_	A-D,I-P
Differential diagnosis of	A,B,H	A-J	A-L	A-P
5. 5	1 -,-,-	1		

acute scrotum				
Pathophysiology of	A,B,H	A-J	B-L	A-G,H-P
testicular torsion	. ,,_,			, , , , , ,
Diagnosis and differential	A,B,H	A-J	A-L	A-P
diagnosis of acute scrotum	, ,			
 Investigations of acute 	A,B,H	A-J	B-L	A-G,H-P
scrotum				
Treatment of different	A,B,H	A-J	E-L	A-G,H-P
causes of acute scrotum				
Unit 2 Obstruct	ive Uropathy a	and Urolithia	sis	
Section 1: Renovascular hypertension	A,B,D-I	A-J	A-L	A-P
 Pathophysiology of renal hypertension 	В,Н	A-J	-	A-D,I-P
 Diagnosis of renal hypertension 	A,B,D-I	A-J	A-L	A-P
 Investigations of renal hypertension 	A,BD-I	A-J	B-L	A-G,H-P
 Complications of renal hypertension 	A,G,I	A-J	-	A-P
 Treatment of renal hypertension 	A,G,I	A-J	E-L	A-G,H-P
Section 2: Pathophysiology of upper tract obstruction	В,Н	A-J	-	B-G,J-P
Causes of obstruction	В,Н	A-J	-	B-G,J-P
Kidney response to obstruction	В,Н	A-J	-	B-G,J-P
Section 3: Management of upper urinary tract obstruction	A-I	A-J	A-L	A-P
 Diagnosis of upper tract obstruction 	A-I	A-J	A-L	A-P
 Endoscopic treatment of upper tract obstruction 	A-I	A-J	A-L	A-P

 Surgical treatment of upper tract obstruction 	A-I	A-J	A-L	A-P		
Section 3: BPH	A-I	A-J	A-L			
 Pathophysiology of BPH 	B,H	A-J	A-L	A-P		
 Clinical picture and symptom score index 	A,D-G,I	A-J	A-L	A-P		
Investigations of BPH	A,D-G,I	A-J	A-L	A-P		
 D.D. from other causes of infravesical obstruction 	A,D-G,I	A-J	A-L	A-P		
 Medical treatment of BPH 	A,D-G,I	A-J	A-L	A-P		
 Endoscopic and surgical treatment of BPH 	A,D-G,I	A-J	A-L	A-P		
Section 3: Urolithiasis	A-I	A-J	A-L	A-P		
 Etiology, Epidemiology and pathogenesis of Urolithiasis 	В,Н	A-J	A-L	A-P		
 Evaluation and medical management of Urolithiasis 	A,D-G,I	A-J	A-L	A-P		
 Surgical treatment of upper urinary tract calculi 	A,D-G,I	A-J	A-L	A-P		
 Ureteroscopy and retrograde uretral access 	A,D-G,I	A-J	A-L	A-P		
 Percutaneous management of upper urinary tract pathology 	A,D-G,I	A-J	A-L	A-P		
Unit 3 Andrology						
Section 1: Male infertility	A-I	A-J	A-L	A-P		
 Male reproductive physiology 	В,Н	A-J	-	A-P		
 Evaluation of male infertility 	A,D-G,I	A-J	A-L	A-P		
Surgical management of	A,D-G,I	A-J	A-L	A-P		

male infertility				
Section 2: Erectile dysfunction	A-I	A-J	A-L	A-P
 Pathophysiology of E.D. 	B,H	A-J	-	A-P
 Evaluation and non 	A,D-G,I	A-J	A-L	A-P
surgical treatment of E.D				
 Prosthetic surgery for E.D. 	A,D-G,I	A-J	A-L	A-P
 Vascular surgery E.D. 	A,D-G,I	A-J	A-L	A-P
Section 3 : Ejaculatory	A-I	A-J	A-L	A-P
disorders				
 Management of ejaculatory 	В,Н	A-J	A-L	A-P
disorders				
Section 4 : peyronie's disease	A,D-G,I	A-J	A-L	A-P
Pathophysiology and	A,D-G,I	A-J	A-L	A-P
epidemiology of peyronie's				
disease				
Diagnosis peyronie's	A,D-G,I	A-J	A-L	A-P
disease				
Treatment peyronie's	A,D-G,I	A-J	A-L	A-P
disease				
Section 5 : Female sexual	A-I	A-J	A-L	A-P
dysfunction				
Epidemiology and	B,H	A-J	-	A-P
pathophysiology female				
S.D.				
Diagnosis of female S.D.	A,D-G,I	A-J	A-L	A-P
Treatment of female S.D.	A,D-G,I	A-J	A-L	A-P
Unit 4 (Genitourinary	trauma		
Section 1: Renal trauma	A-I	A-j	A-L	A-P
Pathology of renal trauma	B,H	A-J	-	A-P
Diagnosis of renal trauma	A,D-G,I	A-J	A-L	A-P
Treatment of renal trauma	A,D-G,I	A-J	A-L	A-P
Section 2: Ureteral trauma	A-I	A-J	A-L	A-P
Pathology of ureteral	B,H	A-J	-	A-P

trauma				
Diagnosis of ureteral	A,D-G,I	A-J	A-L	A-P
trauma				
Treatment of ureteral	A,D-G,I	A-J	A-L	A-P
trauma				
Section 3: Bladder trauma	A-I	A-J	A-L	A-P
 Pathology of bladder 	B,H	A-J	-	A-P
trauma				
Diagnosis of bladder	A,D-G,I	A-J	A-L	A-P
trauma				
 Treatment of bladder 	A,D-G,I	A-J	A-L	A-P
trauma				
Section 4: Urethral trauma	A-I	A-J	A-L	A-P
 Pathology of urethral 	В,Н	A-J	-	A-P
trauma				
Diagnosis of urethral	A,D-G,I	A-I	A-K	A-P
trauma				
Treatment of urethral	A,D-G,I	A-J	A-L	A-P
trauma				
Section 5:Genital trauma	A-I	A-J	A-L	A-P
Pathology of genital trauma	B,H	A-J	-	A-P
 Diagnosis of genital trauma 	A,D-G,I	A-J	A-L	A-P
Treatment of genital	A,D-G,I	A-J	A-L	A-P
trauma			<u> </u>	
Unit 5 G	Senitourinary i	nfection		
Section 1: Non specific	A-I	A-J	A-L	A-P
infection of GUT				
 Pathophysiology and risk 	В,Н	A-J	-	A-P
factors				
 Diagnosis of non specific 	A,D-G,I	A-J	A-L	A-P
infection				
Treatment	A,D-G,I	A-J	A-L	A-P
Section 2: Inflammatory	A-I	A-J	A-L	A-P

conditions of the male GUT				
 Pathophysiology and risk factors 	В,Н	A-J	-	A-P
 Diagnosis of non specific infection 	A,D-G,I	A-J	A-L	A-P
Treatment	A,D-G,I	A-J	A-L	A-P
Section 3: painful bladder syndromes	A-I	A-J	A-L	A-P
 Pathophysiology and risk factors 	В,Н	A-J	-	A-P
 Diagnosis of painful bladder syndromes 	A,D-G,I	A-J	A-L	A-P
Treatment	A,D-G,I	A-J	A-L	A-P
Section 4 : T.B. of genito- urinary tract	A-I	A-J	A-L	A-P
 Pathophysiology of genito- urinary tract 	В,Н	A-J	-	A-P
 Diagnosis of genito-urinary T.B. 	A,D-G,I	A-J	A-L	A-P
 Treatment of genito – urinary T.B. 	A,D-G,I	A-J	A-L	A-P
Section 5 : Bilharziasis of genito-urinary tract	A-I	A-J	A-L	A-P
 Pathophysiology of genito- urinary tract Bilharziasis 	В,Н	A-J	-	A-P
 Diagnosis of genito-urinary 	A,D-G,I	A-J	A-L	A-P
 Treatment of genito – urinary Bilharziasis 	A,D-G,I	A-J	A-L	A-P
Section 6 : Sexually transmitted diseases	A-I	A-J	A-L	A-P
 Pathophysiology of Sexually transmitted diseases 	В,Н	A-J	-	A-P
 Diagnosis of Sexually transmitted diseases 	A,D-G,I	A-J	A-L	A-P

 Treatment of Sexually transmitted diseases 	A,D-G,I	A-J	A-L	A-P
Unit 6 G	enitourinary	tumours		
Section 1 : Molecular Biology	B,D,E,H	D,E,G,I	-	A-E,I
 Stages of the cell cycle 	B,D,E,H	D,E,G,I	-	A-E,I
 Cell division and tumor 	B,D,E,H	D,E,G,I	-	A-E,I
suppression proteins				
Section 2: Non muscle invasive bladder cancer	A-I	A-J	A-L	A-P
 Aetiology and risk factors 	В,Н	A-J	-	A-P
 Pathology of NMIBC 	В,Н	A-J	A-L	A-P
 Diagnosis of NMIBC 	A,D-G,I	A-J	A-L	A-P
 Treatment of NMIBC 	A,D-G,I	A-J	A-L	A-P
Section 3: Muscle invasive bladder cancer	A-I	A-J	A-L	A-P
 Aetiology and risk factors 	В,Н	A-J	-	A-P
 Pathology of MIBC 	B,H	A-J	A-L	A-P
 Diagnosis of MIBC 	A,D-G,I	A-J	A-L	A-P
 Treatment of MIBC 	A,D-G,I	A-J	A-L	A-P
Section 4 : Renal Tumors	A-I	A-J	A-L	A-P
 Aetiology and risk factors 	В,Н	D,E,G,I	-	A-P
 Types of renal tumors 	В,Н	D,E,G,I	-	A-P
 Pathology of Renal tumors 	В,Н	D,E,G,I	-	A-P
 Diagnosis of renal tumors 	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical treatment of renal tumors 	A,D-G,I	D,E,G,I	A-L	A-P
 Non surgical treatment of renal tumors 	A,D-G,I	D,E,G,I	A-L	A-P
Section 5 : Surgery of the adrenal gland	A-I	A-J	A-L	A-P
 Pathology of adrenal tumors 	В,Н	D,E,G,I	-	A-P
Diagnosis of adrenal	A,D-G,I	D,E,G,I	A-L	A-P

tumors				
 Investigations of adrenal 	A,D-G,I	D,E,G,I	A-L	A-P
tumors				
Surgical treatment of	A,D-G,I	D,E,G,I	A-L	A-P
adrenal tumors				
Section 6 : Testicular tumors	A-I	A-J	A-L	A-P
 Pathology of Testicular 	B,H	D,E,G,I	-	A-P
tumors				
 Diagnosis of testicular 	A,D-G,I	D,E,G,I	A-L	A-P
tumors				
 Investigations of testicular 	A,D-G,I	D,E,G,I	A-L	A-P
tumors				
 Surgical and non surgical 	A,D-G,I	D,E,G,I	A-L	A-P
treatment of testicular				
tumors				
Section 7: Penile cancer	A-I	A-J	A-L	A-P
Pathology of Penile cancer	В,Н	D,E,G,I	-	A-P
 Diagnosis of penile cancer 	A,D-G,I	D,E,G,I	A-L	A-P
Investigations of penile	A,D-G,I	D,E,G,I	A-L	A-P
cancer				
 Surgical treatment of 	A,D-G,I	D,E,G,I	A-L	A-P
penile cancer				
Unit	7 Pediatric ur	ology		
Section 1: Voiding dysfunction	A-I	A-J	A-L	A-P
 Pathophysiology of Voiding 	B,H	D,E,G,I	-	A-P
dysfunction				
 Clinical types of voiding 	A,D-G,I	D,E,G,I	A-L	A-P
dysfunction (N.E.,				
Neurogenic bladder, day				
time lower UT conditions)				
Investigations of voiding	A,D-G,I	D,E,G,I	A-L	A-P
dysfunction				
 Management of voiding 	A,D-G,I	D,E,G,I	A-L	A-P

dysfunction				
Section 2 : Urinary tract infection	A-I	A-J	A-L	A-P
 Pathophysiology of UTI 	B,H	D,E,G,I	-	A-P
 Clinical picture of UTI 	A,D-G,I	D,E,G,I	A-L	A-P
 Investigations of UTI 	A,D-G,I	D,E,G,I	A-L	A-P
Management of UTI	A,D-G,I	D,E,G,I	A-L	A-P
Section 3 : Pediatric	A-I	A-J	A-L	A-P
hydronephrosis				
 Aetiology of pediatric hydronephrosis 	В,Н	D,E,G,I	-	A-P
 Pathology of pediatric hydronephrosis and UT obstruction 	В,Н	D,E,G,I	-	A-P
 Diagnosis of pediatric hydronephrosis 	A,D-G,I	D,E,G,I	A-L	A-P
 Investigations of pediatric hydronephrosis 	A,D-G,I	D,E,G,I	A-L	A-P
 Treatment of different types of pediatric hydronephrosis 	A,D-G,I	D,E,G,I	A-L	A-P
Section 4 : Urinary stone disease	A-I	A-J	A-L	A-P
Aetiology of pediatric Urolithiasis	B,H	D,E,G,I	-	A-P
 Clinical picture of pediatric Urolithiasis 	A,D-G,I	D,E,G,I	A-L	A-P
 Investigations of pediatric Urolithiasis 	A,D-G,I	D,E,G,I	A-L	A-P
 Management of pediatric Urolithiasis 	A,D-G,I	D,E,G,I	A-L	A-P
Section 5 : Exstrophy- epispadias complex	A-I	A-J	A-L	A-P
 Classification of Exstrophy- epispadias complex 	В,Н	D,E,G,I	-	A-P
 Pathology of Exstrophy- epispadias complex 	В,Н	D,E,G,I	-	A-P

 Investigations Exstrophy- epispadias complex 	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical treatment of Exstrophy-epispadias complex 	A,D-G,I	D,E,G,I	A-L	A-P
Section 6: Hypospadias	A-I	A-J	A-L	A-P
 Classification of hypospadias 	В,Н	D,E,G,I	-	A-P
 Pathology of hypospadias 	B,H	D,E,G,I	-	A-P
 Investigations of hypospadias 	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical treatment of hypospadias 	A,D-G,I	D,E,G,I	A-L	A-P
Section 7 : Disorders of testis and scrotum (Cryptorchidism, hydroceles, varicocele)	A-I	A-J	A-L	A-P
A- Cryptorchidism:	A-I	A-J	A-L	A-P
 Classification of cryptorchidism 	В,Н	D,E,G,I	-	A-P
 Pathology of cryptorchidism 	В,Н	D,E,G,I	-	A-P
 Investigations of cryptorchidism 	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical treatment of cryptorchidism 	A,D-G,I	D,E,G,I	A-L	A-P
B- Varicocele:	A-I	A-J	A-L	A-P
 Aetiology of adolescent varicocele 	В,Н	D,E,G,I	-	A-P
 Pathology of varicocele 	В,Н	D,E,G,I	-	A-P
 Diagnosis of varicocele 	A,D-G,I	D,E,G,I	A-L	A-P
 Treatment of varicocele 	A,D-G,I	D,E,G,I	A-L	A-P
C-Hydroceles:	A-I	A-J	A-L	A-P
 Types of hydroceles 	В,Н	D,E,G,I	-	A-P
 Pathology hydrocele 	В,Н	D,E,G,I	-	A-P

Diagnosis of hydrocele	A,D-G,I	D,E,G,I	A-L	A-P
Treatment of hydrocele	A,D-G,I	D,E,G,I	A-L	A-P
Section 8: Disorders of the penis (micropenis, phimosis, curvature)	A-I	A-J	A-L	A-P
 Pathology of penile disorders 	В,Н	D,E,G,I	-	A-P
 Clinical picture of penile disorders 	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical treatment of penile disorders 	A,D-G,I	D,E,G,I	A-L	A-P
Section 9 : Disorders of sex development	A-I	A-J	A-L	A-P
 Classification of disorders of sex development 	В,Н	D,E,G,I	-	A-P
 Diagnosis of different types of intersex 	A,D-G,I	D,E,G,I	A-L	A-P
Investigations of intersex	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical correction of intersex 	A,D-G,I	D,E,G,I	A-L	A-P
Unit 8 female	urology and r	neuro-urology	7	
Section 1 : Stress urinary incontinence	A-I	A-J	A-L	A-P
 Epidemiology of SUI 	В,Н	D,E,G,I	-	A-P
 Pathological anatomy of SUI 	B,H	D,E,G,I	-	A-P
 Diagnosis and D.D. of SUI 	A,D-G,I	D,E,G,I	A-L	A-P
Investigations of SUI	A,D-G,I	D,E,G,I	A-L	A-P
 Surgical and non surgical treatment of SUI 	A,D-G,I	D,E,G,I	A-L	A-P
Section 2 : Overactive bladder	A-I	A-J	A-L	A-P
 Epidemiology of overactive bladder 	В,Н	D,E,G,I	-	A-P

 Pathophysiology overactive bladder 	В,Н	D,E,G,I	-	A-P	
 Diagnosis and D.D. of over active bladder 	A,D-G,I	D,E,G,I	A-L	A-P	
 Investigations of overactive bladder 	A,D-G,I	D,E,G,I	A-L	A-P	
 Surgical and non surgical treatment of overactive bladder 	A,D-G,I	D,E,G,I	A-L	A-P	
Section 3 : Neuropathic bladder	A-I	A-J	A-L	A-P	
 Classifications of neuropathic bladder 	В,Н	D,E,G,I	ı	A-P	
 Pathophysiology of neuropathic bladder 	В,Н	D,E,G,I	ı	A-P	
 Diagnosis of neuropathic bladder 	A,D-G,I	D,E,G,I	A-L	A-P	
 Investigations of neuropathic bladder 	A,D-G,I	D,E,G,I	A-L	A-P	
 Treatment of neuropathic bladder 	A,D-G,I	D,E,G,I	A-L	A-P	
Section 4: female lower urinary tract fistulae	A-I	A-J	A-L	A-P	
 Classification of fistulae 	В,Н	D,E,G,I	-	A-P	
 Pathology of female fistulae 	В,Н	D,E,G,I	1	A-P	
Diagnosis of fistulae	A,D-G,I	D,E,G,I	A-L	A-P	
 Treatment of fistulae 	A,D-G,I	D,E,G,I	A-K	A-P	
Unit 9 Renal failure and transplantation					
Section 1: Acute renal failure	A-I	A-J	A-L	A-P	
 Aetiology and pathogenesis of acute renal failure 	В,Н	D,E,G,I	-	A-P	
Diagnosis of acute renal	A,D-G,I	D,E,G,I	A-L	A-P	

failure				
 Management of acute renal 	A,D-G,I	D,E,G,I	A-L	A-P
failure				
Section 2 : Chronic renal failure	A-I	A-J	A-L	A-P
 Aetiology and pathogenesis of chronic renal failure 	В,Н	D,E,G,I	-	A-P
 Diagnosis of chronic renal failure 	A,D-G,I	D,E,G,I	A-L	A-P
 Management of chronic renal failure 	A,D-G,I	D,E,G,I	A-L	A-P
Section 3 : Renal transplantation	A-I	A-J	A-L	A-P
 Preoperative evaluation of the donor 	A,D-G,I	D,E,G,I	A-L	A-P
 Preoperative evaluation of the recipient 	A,D-G,I	D,E,G,I	A-L	A-P
 Kidney donation 	A,D-G,I	A-J	A-E,G-L	A-P
 Transplantation techniques 	A,D-G,I	A-J	A-E,G-L	A-P
 Surgical complications 	A,D-G,I	A-J	A-E,G-L	A-P
 Postoperative 	A,D-G,I	A-J	A-E,G-L	A-P
immunosuppression				
 Immunological complications 	A,D-G,I	A-J	A-E,G-L	A-P
Annual screening	A,D-G,I	A-J	A-E,G-L	A-P
Graft survival	A,D-G,I	A-J	A-E,G-L	A-P

5. Course Methods of teaching/learning:

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

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

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

7. Course assessment methods:

i. Assessment tools:

- Clinical examination
- Written
- Oral examination
- > Chick list
- ➤ log book & portfolio
- Procedure/case presentation
- One MCQ examination in f the second year and one in the third year
- Objective structured clinical examination
- > Check list evaluation of live or recorded performance
- Record review (report)
- > Patient survey
- 3600 global rating

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

iii. Marks: 1200 marks

8. List of references

i. Lectures notes

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

ii. Essential books

- Campbell Text book of Urology 12th edition 2020
- European association of urology guidelines 2022

iii. Recommended books

- complications of urologic surgery 5th edition, 2017
- Smith's general urology 19th edition, 2020

Iv. Periodicals, Web sites, ... etc

· Journal of urology.

- Urology.
- European urology.
- Urologic clinics of North America
- British journal of urology.
- AUA updated series
- Human pathology
- Histopathology
- American Journal of surgical pathology
- ➤ Web Sites: http://www.ncbi.nlm.nih.gov/pubmed/

9. Signatures

Contributor	Name	Signature	Date
Program Principle Coordinator:	Prof. Alaa Ezzat		
	Abdelmoneim		
Program Assistant Coordinator:	Prof. Ahmad Mohamad		
	Abdelaziz		
Head of the Responsible Department	Prof. Alaa Ezzat		
(Program Academic Director):	Abdelmoneim		

ANNEX 2 Program Academic Reference Standards (ARS)

1- Graduate attributes for medical doctorate in Urology

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

- **1-** Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in Urology.
- **2-** Have continuous ability to add knowledge to Urology through research and publication.
- **3-** Appraise and utilise relevant scientific knowledge to continuously update and improve clinical practice.
- **4-** Acquire excellent level of medical knowledge in the basic biomedical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care and scientific research.
- **5-** Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion.
- **6-** Identify and create solutions for health problems in Urology.
- 7- Acquire an in depth understanding of common areas of Urology, from basic clinical care to evidence based clinical application, and possession of required skills to manage independently all problems in these areas.

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

2- Competency based Standards for medical doctorate in Urology

22.1- Knowledge and understanding

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

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

2- Intellectual skills

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

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

2.3- Clinical skills

By the end of the program, the graduate should be able to Competency-based outcomes for Patient Care:-

2-3-A- MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth

- understanding and from basic science to evidence based clinical application and possession of skills to manage independently all problems in Urology.
- **2-3-B-** Master patient care skills relevant to Urology.for patients with all diagnoses and procedures.
- **2-3-C-** Write and evaluate reports for situations related to the Urology.

2.4- General skills

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

 Learning
 and Improvement
- **2-4-A-**Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management
- **2-4-B-** Use competently all information sources and technology to improve his practice.
- **2-4-C-** Master skills of teaching and evaluating others.
 - Competency-based objectives for Interpersonal and Communication Skills
- **2-4-D-**Master interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.
 - **Lesson :** Competency-based objectives for Professionalism
- **2-4-E-**Master Professionalism behavior, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Competency-based objectives for Systems-based Practice:

- **2-4-F-**Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively use system resources to provide care that is of optimal value.
- **2-4-G-** Participate in improvement of the education system.
- **2-4-H-** Demonstrate skills of leading scientific meetings including time management
- 2-4-O- Demonstrate skills of self and continuous learning.

Annex 3, Methods of teaching/learning

Annex 3, Methods of teaching/learning

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

Teaching methods for knowledge

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

Teaching methods for patient care

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

Teaching methods for other skills

- Written communication (e.g., orders, progress note, transfer note, discharge summary, operative reports, and diagnostic reports).
- Oral communication (e.g., presentations, transfer of care, interactions with patients, families, colleagues, members of the health care team) and/or non verbal skills (e.g., listening, team skills)
- Professionalism, including medical ethics, may be included as a theme throughout the program curriculum that includes

both didactic and experiential components (e.g., may be integrated into already existing small group discussions of vignettes or case studies and role plays, computer-based modules) and may be modeled by the faculty in clinical practice and discussed with the resident as issues arise during their clinical practice.

Annex 4, Assessment methods

Annex 4, ILOs evaluation methods for MD students.

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

Annex 4, Glossary of MD students assessment methods

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

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

Annex 5, program evaluation tools

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

Annex 6, program Correlations:

مصفوفة توافق المعايير القومية القياسية العامة لبرامج الدكتوراه مع المعايير الأكاديمية المعتمدة من كلية الطب 🗌 جامعة أسيوط لدرجة الدكتوراه في المسالك البولية

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

1- Graduate attributes

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

	1
health promotion.	
7- Acquire an in depth understanding of	
, from basic common areas of Urology	
clinical care to evidence based clinical	
application, and possession of skills to	
manage independently all problems in these	
areas.	
16- Share in updating and improving clinical	8- التوجه نحو تطوير طرق و أدوات و
practice in Urology.	أساليب جديدة للمز اولة المهنية
9- Function as teacher in relation to colleagues,	33
medical students and other health	
professions.	
15- Use recent technologies to improve his	9-استخدام الوسائل التكنولوجية المناسبة بما
practice in Urology.	يخدم ممارسته المهنية
8- Demonstrate leadership competencies	10-التواصل بفاعلية و قيادة فريق عمل في
including interpersonal and communication	سباقات مهنبة مختلفة
skills that ensure effective information	
exchange with individual patients and their	
families and teamwork with other health professions, the scientific community and the	
public.	
5- Function as a leader of a team to	
provide patient care that is appropriate,	
effective and compassionate for dealing with	
health problems and health promotion.	
10- Master decision making capabilities in	11-اتخاذ القرار في ظل المعلومات المتاحة
different situations related to Urology	
11- Show leadership responsiveness to the	12-توظيف الموارد المتاحة بكفاءة و تتميتها
larger context of the health care system,	والعمل على إيجاد موارد جديدة
including e.g. the organisation of health care,	55 <u>g</u> 55
partnership with health care providers and	
managers, practice of cost-effective health care, health economics, and resource	
allocations.	
12- Demonstrate in depth awareness of public	13-الوعي بدوره في تتمية المجتمع والحفاظ
health and health policy issues including	
independent ability to improve health care,	على البيئة

and identify and carryout system-based improvement of care.	
13- Show model attitudes and professionalism.	14-التصرف بما يعكس الالتزام بالنزاهة و المصداقية و قواعد المهنة
 14- Demonstrate commitment for lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages and in Urology or one of its subspecialties. 15- Use recent technologies to improve his practice in Urology. 	15-الالتزام بالتنمية الذاتية المستمرة و نقل علمه و خبراته للآخرين

2- Academic standards

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

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

II-Program ARS versus program ILOs

Comparison between ARS- ILOS for medical doctorate for Urology

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

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

continuous

(ARS)

2-3- Clinical skills:

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

continuous

(ILOs)

2/3/1/Practical skills (Patient care :)

- 2-3-1-A- Provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. p.s. Extensive level means in-depth understanding from basic science to evidence based clinical application and possession of skills to manage independently all problems in field of practice.
- **2-3-1-B-** Provide extensive level of patient care for patients with all common diagnoses and for uncomplicated procedures related to Urology.
- **2-3-1-C-** Provide extensive level of patient care for non-routine, complicated patients and under increasingly difficult circumstances, while demonstrating compassionate, appropriate and effective care.
- 2-3-1-D- Perform diagnostic and therapeutic procedures considered essential in the field of Urology.
- 2-3-1-E- Handles unexpected complications, while demonstrating compassion and sensitivity to patient needs and concerns.
- **2-3-1-F-** Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families in the

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

- **2-3-C-** Write and evaluate reports for situations related to the field of Urology
- 2-3-1-O- Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets. (Write and evaluate a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and evaluating comprehensive timely and legible medical records).

2-4- General skills

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

2/3/2 General skills

- **2-3-2-A-** Demonstrate the competency of continuous evaluation of different types of care provision to patients in the different area of Urology.
- **2-3-2-B-** Appraise scientific evidence.
 - **2-3-2-C-** Continuously improve patient care based on constant self-evaluation and <u>life-long</u> learning.
- **2-3-2-D**. Participate in clinical audit and research projects.
- **2-3-2-E-** Practice skills of evidence-based Medicine (EBM).
- **2-3-2-G** Design logbooks.
- **2-3-2-H-** Design clinical guidelines and standard protocols of management.
- **2-3-2-I-** Appraise evidence from scientific studies related to the patients' health problems.

2-4-B- Use competently all information sources and technology to improve his practice.	 2-3-2-J- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies. 2-3-2-K- Use information technology to manage information, access online medical information; for the important topics.
2-4-C- Master skills of teaching and evaluating others.	2-3-2-F- Educate and evaluate students, residents and other health professionals.
2-4-D- Master interpersonal and communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.	 2-3-2-L- Master interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals, including:- Present a case. Write a consultation note. Inform patients of a diagnosis and therapeutic plan Completing and
	maintaining comprehensive. Timely and legible medical records. Teamwork skills.
	2-3-2-M- Create and sustain a therapeutic and ethically sound relationship with patients.
	2-3-2-N - Elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.
	2-3-2-O- Work effectively with others as a member or leader of a health care team or other professional group.
2-4-E- Master Professionalism behavior, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical	2-3-2-P- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society.

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

III-Program matrix Knowledge and understanding

Course	Program covered ILOs				
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E
Course 1 : Medical statistics		✓			
Course 2 : Research Methodology		√			
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research			✓		
Course 4: Urology 1 Surgical Anatomy and Surgical pathology, Clinical decision making, Basic urologic surgery, Molecular and cellular biology, Renal physiology and pathophysiology, Urine transport and storage empty	→				
Course 5 : Urology 2	✓	✓	✓	✓	✓

Intellectual

Course	Program covered ILOs								
	2/2/A	2/2/B	2/2/C	2/2/D	2/2/E	2/2/F	2/2/G	2/2/H	2/2/I
Course 1:			✓	✓				✓	
Medical									
statistics									
Course 2:			✓	✓				✓	
Research									
Methodology									
Course 3:								√	
Medicolegal									
Aspects and									
Ethics in Medical									
Practice and									
Scientific									
Research	-								
Course 4:	✓	✓						√	
Urology 1									
Surgical									
Anatomy and									
Surgical									
pathology,									
Clinical decision									
making, Basic urologic surgery,									
Molecular and									
cellular biology,									
Renal physiology									
and									
pathophysiology,									
Urine transport									
and storage									
empty									
Course 5 :	✓	✓	✓	✓	✓	✓	✓	✓	✓
Urology 2									

Practical Skills (Patient Care)

Course	Program covered ILOs							
	2/3/1/	2/3/1/	2/3/1/	2/3/1/	2/3/1/	2/3/1/	2/3/1/	2/3/1/
Course 1:	Α	В	С	D	E	F	G	Н
Medical								
statistics								
Course 2 :								
Research								
Methodology								
Course 3 :				√				✓
								,
Medicolegal Aspects and								
Ethics in								
Medical								
Practice and								
Scientific								
Research								
Course 4 :								
Urology 1								
Surgical								
Anatomy and								
Surgical								
pathology,								
Clinical								
decision								
making, Basic								
urologic								
surgery,								
Molecular and								
cellular								
biology, Renal								
physiology and								
pathophysiolog								
y, Urine								
transport and								
storage empty								
Course 5 :	✓	✓	✓	✓	✓	✓	✓	✓
Urology 2								

Practical Skills (Patient Care)

Course	Program covered ILOs						
	2/3/1/I	2/3/1/J	2/3/1/K	2/3/1/L	2/3/1/M	2/3/1/N	2/3/1/0
Course 1 : Medical statistics							
Course 2 : Research Methodology							
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research	√						√
Course 4: Urology 1 Surgical Anatomy and Surgical pathology, Clinical decision making, Basic urologic surgery, Molecular and cellular biology, Renal physiology and pathophysiolog y, Urine transport and storage empty							
Course 5 : Urology 2	√	√	√	√	√	√	√

General Skills

2/	2/3/2/ B	2/3/2/	2/3/2/	2/3/2/	2/2/2/	2/2/2/	0 10 10 1
		()	D .	<i>E</i>	2/3/2/ F	2/3/2/ G	2/3/2/ H
	✓	С	D	L	Г	G	11
	√		✓	✓			
/	<u> </u>	√	√	√	√	√	√
	•	•	•	•	,	Ĭ	•

General Skills

Course			Р	rogram co	overed ILC)s		
	2/3/2/I	2/3/2/J	2/3/2/ K	2/3/2/ L	2/3/2/ M	2/3/2/ N	2/3/2/ O	2/3/2/ P
Course 1 : Medical statistics	√	√	√					
Course 2 : Research Methodology	\	\						
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research				√				
Course 4: Urology 1 Surgical Anatomy and Surgical pathology, Clinical decision making, Basic urologic surgery, Molecular and cellular biology, Renal physiology and pathophysiology, Urine transport and storage empty			✓	✓				
Course 5 : Urology 2	✓	✓	✓	✓	√	✓	✓	✓

General Skills

Course	Program covered ILOs						
	2/3/2/Q	2/3/2/R	2/3/2/S	2/3/2/T	2/3/2/U	2/3/2/V	2/3/2/W
Course 1 : Medical statistics							
Course 2 : Research Methodology							
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research							
Course 4: Urology 1 Surgical Anatomy and Surgical pathology, Clinical decision making, Basic urologic surgery, Molecular and cellular biology, Renal physiology and pathophysiology, Urine transport and storage empty	✓		•				
Course 5 : Urology 2	√	√	√	√	√	√	✓

Annex 7, Additional information:

Department information

Equipment and Specialized Units:

- Urology male sector: 43 beds.
- Urology female sector: 24 beds.
- ICU: 4 beds.
- Ultrasonography unit.
- ESWL UNIT. (Extra corporeal shock wave lithitripsy)
- Urodyamic unit.
- 7 operative rooms for endoscopic and open surgery.
- Male and female out patient clinic.
- Pediatric urology outpatient clinic.
- Andrology outpatient clinic.
- Female urology outpatient clinic.
- Renal transplantation clinic, in-patient and OR
- Scientific Library (Text Books and periodicals),
 MD, MSc thesis,
- Two Seminar room with data show
- Electronic Library of Scientific Seminars, case presentations.
- Minor procedures skill teaching unit.
- Data base filing of all the cases, procedures and out patient clinic data

اعضاء هيئة التدريس بقسم جراحة المسالك البولية والتناسلية:

الاستاذ الدكتور/ محمد احمد شلبي استاذ جراحة المسالك البوليه والتناسلية	.1
الاستاذ الدكتور/ مجدى عباس العقاد استاذ جراحة المسالك البوليه والتناسلية	
الاستاذ الدكتور/ محمد ابراهيم طه استاذ جراحة المسالك البوليه والتناسلية	
الاستاذ الدكتور/ محمد عاطف عبد العزيز استاذ جراحه المسالك البوليه والتناسلية	
الاستاذ الدكتور/ عبد الفتاح ابراهيم احمد استاذ جراحه المسالك البوليه والتناسلية	
الاستاذ الدكتور/ محمد عصام الدين عثمان استاذ جراحه المسالك البوليه والتناسلية	
الاستاذ الدكتور / صلاح الدين شاكر عبد الحافظ استاذ جراحه المسالك البوليه والتناسلية	
الاستاذ الدكتور / فتحى جابر محمود العناني استاذ جراحه المسالك البوليه والتناسلية	
الاستاذ الدكتور/ احمد محمد عبد المنعم استاذ جراحه المسالك البوليه والتناسلية	
الاستاذ الدكتور/ هشام مختار حموده استاذ جراحه المسالك البولية	
. الاستاذ الدكتور/ محمد عبد البصير سيد استاذ جراحه المسالك البولية	
. الاستاذ الدكتور/ معتد عبد البيع استاذ ورئيس قسم جراحة المسالك البوليه والتناسلية	
. الاستاذ الدكتور/ فعرب في المنطع استاذ جراحة المسالك البوليه والتناسلية واستسياد	
. الاستاذ الدكتور/ الحمد المحاهر السناد جراحة المسالك البوليه والتناسلية . . الاستاذ الدكتور/ ياسر محمود عبد السلام استاذ جراحة المسالك البوليه	_
. الاستاذ الدكتور/ ياسر محمود عبد الشكرم الستاذ جراحه المسالك البوليه والتناسلية . الاستاذ الدكتور/ مدحت احمدعبد الله استاذ جراحة المسالك البوليه والتناسلية	
. الاستاذ الدكتور/ منحت الحمد عبدالله استاذ جراحة المسالك البولية والتناسلية والتناسلية	
. الاستاذ الدكتور/ عادل قرفار عبدالله الستاذ جراحة المسالك البوليه والتناسلية . الاستاذ الدكتور/ محمد عبدالله الجمال استاذ جراحة المسالك البوليه والتناسلية	
. الاستاذ الدكتور/ محمد عبدالله الجمال الستاد جراحه المسالك البوليه . الاستاذ الدكتور/ ضياء الدين عبدالحميد محمد استاذ جراحة المسالك البوليه والتناسلية	
. الاستاذ الدكتور/ صياء الدين عبدالحميد محمد . الاستاذ الدكتور/ احمد محمد عبدالعزيز أستاذ	
الاستاد الدخلور/ الحمد محمد عبدالغرير استاد جراحة المسالك البولية والتناسلية	.19
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. الدكتور/ محمود مجدى محمود محمد خليل مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ احمد رضا محمد مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ احمد البدري ابراهيم ابو النور مدرس جراحة المسالك البولية والتناسلية	
الدكتور/ عمرو حسن ابراهيم ابو فدان مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ محمود فاروق على مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ محمد على حسين على زرزور مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ محمد عباس سعد مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ محمد احمد عبدالرحمن مدرس جراحة المسالك البولية والتناسلية	
. الدكتور/ محمد احمد نجيب الجندى مدرس جراحة المسالك البولية والتناسلية	.35

Department quality control insurance for completing the program

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

Department quality control insurance for completing the program

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

(End of the program specifications)