



كلية الطب  
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Faculty of Medicine  
Quality Assurance Unit

**Master (MSC) Degree Program and Courses Specifications for  
Urology**

(According to currently applied **Credit points bylaws**)

***Urology department***  
***Faculty of medicine***  
***Assiut University***  
***2022-2023***

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## Master degree of Urology

### A. Basic Information

-  **Program Title:** Master 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. Ahmad Mohamad Abdelaziz  
**Assistant coordinator:** Dr. Ahmed Abdelhamid Metwally
-  **Internal evaluators:** Prof. Medhat Abdallah ( Prof. of Urology , Assuit university)
-  **External evaluator:** Mohamed Diaa Sleem ( Prof. of urology , Sohag University
-  **Date of Approval by the Faculty of Medicine Council of Assiut University: 23/9/2014**
-  **Date of most recent approval of program specification by the Faculty of Medicine Council of Assiut University: 27/11/2022**
-  **Total number of courses: 6 courses + one elective course**

## B. Professional Information

### 1- Program aims

1/1 To enable candidates to acquire high level of clinical and Urology skills, in addition to update medical knowledge as well as clinical experience.

1/2 To enable candidates to diagnose and manage urological emergencies and genitourinary trauma efficiently.

1/3 Provide candidates with fundamental knowledge and initial experience to deal with various types of endoscopy in urology.

1/4 To introduce candidates to the basics of scientific medical research.

1/5 Enable candidates to start professional careers as specialists in Egypt but recognized as specialists abroad.

1/6 To enable candidates to pursue higher studies and subspecialties.

1/6 To enable candidates to understand and get the best of published scientific research and do their own.

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

### **2/1 Knowledge and understanding:**

- A. Explain the essential facts and principles of relevant basic sciences including, Anatomy & Embryology, Histology, Physiology, Biochemistry, Pharmacology , Pathology and Microbiology related to Urology.
- B. Mention essential facts of clinically supportive sciences including –General Surgery, Nephrology and Basic life support related to Urology.
- C. Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of common diseases and situations related to Urology.
- D. Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to Urology.
- E. Mention the basic ethical and medicolegal principles that should be applied in practice and relevant to the Urology.
- F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Urology.
- G. Mention the ethical and scientific principles of medical research methodology.
- H. State the impact of common health problems in the field of Urology on the society and how good clinical practice improves these problems.

### **2/2 Intellectual outcomes**

- A. Correlate the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases of the Urology.

B. Demonstrate an investigatory and analytic thinking approach (problem solving) to common clinical situations related to Urology.

C. Design and /or present a case or review (through seminars/journal clubs) in one or more of common clinical problems relevant to the Urology.

D. Formulate management plans and alternative decisions in different situations in the field of the Urology.

### **2/3 Skills**

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

A. Obtain proper history and examine patients in caring and respectful behaviors.

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

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

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

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

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

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

H. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets (Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)

## 2/3/2 General skills

### Including:

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

### Practice-Based Learning and Improvement

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

B. Appraises evidence from scientific studies.

C. Conduct epidemiological Studies and surveys.

D. Perform data management including data entry and analysis and using information technology to manage information, access on-line medical information; and support their own education.

E. Facilitate learning of students and other health care professionals including their evaluation and assessment.

### Interpersonal and Communication Skills

F. Maintain therapeutic and ethically sound relationship with patients.

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

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

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

### **Professionalism**

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

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

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

### **Systems-Based Practice**

M. Work effectively in relevant health care delivery settings and systems including good administrative and time management.

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

O. Assist patients in dealing with system complexities.

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

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

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

In preparing these standards, the General Academic Reference Standards for post graduate programs (GARS) were adopted. These standards set out the graduate attributes and academic characteristics that are expected to be achieved by the end of the program. These standards were approved by the Faculty Council on 17-6- 2009. These standards were revised and approved without changes by the Faculty Council on 23-9-2014. These standards were 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](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>

<b>Comparison between program and external reference</b>		
<b>Item</b>	<b>Urology program</b>	<b>Cornell urology program, Weill Cornell medical college, Cornell university, USA</b>
<b>Goals</b>	Matched	Matched
<b>ILOS</b>	Matched	Matched
<b>Duration</b>	3-5 years	5 years
<b>Requirement</b>	Different	different
<b>Program structure</b>	Different	different

## 5. Program Structure and Contents

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

**B. Structure of the program:**

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

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

First part

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

Second part

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

# Didactic (lectures, seminars, tutorial)

According the currently applied credit points bylaws:

Total courses 160 credit point

Compulsory courses: 98.9%

Elective course: 2 credit point =1.25%

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

## **C. Program Time Table**

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

#### **○ Part 1: (One year)**

Program-related basic science courses and ILOs

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

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

#### **○ Thesis**

For the M Sc thesis;

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

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

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

#### **○ Part 2 (2 years)**

Program –related speciality courses and ILOs

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

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

Total degrees 1900 marks.

700 marks for first part

1200 for second part

Written exam 40% - 70%.

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

## D. Curriculum Structure: (Courses):

✚ Courses of the program:

Courses and student work load list	Course Code	Credit points		
		Didactic#	training	total
<b>First Part</b>				
<b>Basic science courses (8CP)</b>				
<b>1. Course 1</b>	<b>URO216A#</b>	<b>2.5</b>		<b>2.5</b>
<b>Unit (Module)1(Anatomy &amp; Embryology)</b>		<b>1.5</b>		<b>1.5</b>
<b>Unit (Module) 2 (Histology)</b>	<b>URO216B#</b>	<b>1</b>		<b>1</b>
<b>2. Course 2</b>		<b>3</b>		<b>3</b>
<b>Unit (Module)1 (Physiology)</b>		<b>1</b>		<b>1</b>
<b>Unit (Module) 2 ( Pharmacology )</b>		<b>1</b>		<b>1</b>
<b>Unit (Module) 3 ( Biochemistry)</b>	<b>URO216C#</b>	<b>2.5</b>		<b>2.5</b>
<b>3.Course 3</b>		<b>1.5</b>		<b>1.5</b>
<b>Unit (Module)1 (Pathology)</b>		<b>1</b>		<b>1</b>
<b>Unit (Module)2 (Microbiology)</b>				
<b>General clinical compulsory courses (6 points)</b>				
<b>4. Course 4 ( General surgery)</b>	<b>URO211</b>	<b>4</b>		<b>4</b>
<b>5. Course 5 (Nephrology &amp; Basic life Support)</b>	<b>URO216D#</b>	<b>2(1.5+0.5)</b>		<b>2</b>
<b>Elective courses*</b>				
<b>Clinical training and scientific activities:</b>				
<b>Clinical training in General clinical compulsory courses (10 CP)</b>				
<b>4. Course 4 ( General surgery)</b>	<b>URO211</b>	<b>7</b>		<b>7</b>
<b>5. Course 5 (Nephrology &amp; Basic life Support)</b>	<b>URO216D#</b>	<b>3(2+1)</b>		<b>3</b>
<b>Clinical training and scientific activities in Speciality course (14 CP)</b> <b>(Urology)</b>	<b>URO216E</b>		<b>16</b>	<b>16</b>
<b>Total of the first part</b>		<b>24</b>	<b>16</b>	<b>40</b>

Second Part	Specialized course 24 CP Specialized Clinical Work 96 CP			
Speciality Course Course 6 Urology Unit (Module) 1 Urological emergency. Unit (Module) 2 Obstructive Uropathy and Urolithiasis Unit (Module) 3 Andrology Unit (Module) 4 Genitourinary trauma Unit (Module) 5 Genitourinary infections Unit (Module) 6 Genitourinary tumors Unit (Module) 7 Pediatric urology Unit (Module) 8 Female urology and neurourology. Unit (Module) 9 Renal failure and transplantation	URO216E	24		24
Training and practical activities in speciality ( 96 CP) Urology	URO216E		96	96
<b>Total of the second part</b>		<b>24</b>	<b>96</b>	<b>120</b>
<b>Thesis</b>	<b>20</b>			
<b>Total of the degree</b>	<b>180</b>			

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

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

**Student work load calculation:**

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

### Elective Courses#:

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

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

### Thesis:

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

## 6. Courses Contents (Annex 1)

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

See Annex 1 for detailed specifications for each course/module

## 7-Admission requirements

### Admission Requirements (prerequisites) if any :

#### I. General Requirements:

- MBChB Degree from any Egyptian Faculties of Medicine
- Equivalent Degree from medical schools abroad approved by the Ministry of Higher Education
- One year appointment within responsible department (for non Assiut University based registrars)

## II. Specific Requirements:

- Fluent in English (study language)

### VACATIONS AND STUDY LEAVE

The current departmental policy is to give working residents 2 week leave prior to first and second part exams.

### FEES:

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

### 8-Progression and completion requirements

- + Examinations of the first part could be set at 12 months from registering to the MSc degree.
- + Examination of the second part cannot be set before 3 years from registering to the degree.
- + Discussion of the MSc thesis could be set after 1 year from officially registering the MSc subject before setting the second part exams.
- + The minimum duration of the program is 3 years.

### The students are offered the degree when:

1. Passing the exams of all 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 MSc\_thesis.

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

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

### Weighting of assessments:

Courses	Course code	Degrees			Total
		Written Exam	Oral Exam*	Practical / Clinical Exam	
First Part					
Basic science courses:					
<b>Course 1</b>	<b>URO216A#</b>				
<b>Unit (Module)1</b> <b>(Anatomy and embryology)</b>		55	20		75
<b>Unit (Module)2</b> <b>(Histology)</b>		35	15		50
<b>2. Course 2</b>	<b>URO216B#</b>				
<b>Unit (Module)1</b> <b>(Physiology)</b>		100 Divided equally	50 Divided equally		150
<b>Unit (Module) 2</b> <b>(Pharmacology)</b>					
<b>Unit (Module) 3</b> <b>(Biochemistry)</b>					
<b>3. Course 3</b>	<b>URO216C#</b>				
<b>Unit (Module)1</b> <b>(Pathology)</b>		55	20		75
<b>Unit (Module)2</b> <b>(Microbiology)</b>		35	15		50
<b>General clinical courses</b>					
<b>4. Course 4 (</b> <b>General surgery)</b>	<b>URO211</b>	120	30	50	200
<b>5. Course 5</b> <b>(Nephrology &amp;</b> <b>Basic life</b> <b>support</b>	<b>URO216D#</b>	50 10	15 10	10 5	75 25
<b>Total of the first part</b>					<b>700</b>

Second Part					
Specialized Courses:					
<b>Course 6 Urology</b>	<b>URO216E</b>	<b>480</b>	<b>360</b>	<b>360</b>	<b>1200</b>
<b>Paper 1</b>					
<b>Paper 2</b>		<b>120</b>			
<b>Paper 3 (problem solving)</b>		<b>120</b>			
<b>Paper 4 (MCQ)</b>		<b>120</b>			
<b>Total of the degree</b>					<b>1900</b>
<b>Elective course</b>		<b>50</b>	<b>50</b>		<b>100</b>

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

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

**\*Urology Diseases Course**

**700 marks for first part**

**1200 for second part**

**Written exam 40% (480 marks).**

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

**Elective course 100**

## Examination system:

### ➤ First part:

- Written exam 3 hours in Anatomy& Embryology and Histology + Oral exam
- Written exam 3 hours in Physiology Pharmacology , Biochemistry + Oral exam
- Written exam 3 hours in Pathology and Microbiology + Oral exam
- Written exam 3 hours in General Surgery + Oral exam+ Clinical exam
- Written exam 2 hours in Nephrology& Basic life support + Oral exam+ Clinical exam

### ➤ Second part:

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

### ➤ Elective courses

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

## 10-Program evaluation

By whom	Method	sample
Quality Assurance Unit	Reports Field visits	#
External Evaluator (s):According to department council External Examiner (s):According to department council	Reports Field visits	#
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
<b>Program Principle Coordinator:</b>	Prof. Ahmad Mohamad Abdelaziz		
<b>Program Assistant Coordinator:</b>	Dr. Ahmed Abdelhamid Metwally		
<b>Head of the Responsible Department (Program Academic Director):</b>	Prof. Alaa Ezzat Abdelmoneim		

# Annex 1, Specifications for Courses / Modules

## Annex 1: specifications for courses/

### First Part

#### Course 1 Anatomy & Embryology and Histology

***Name of department: Urology***

***Faculty of medicine***

***Assiut University***

**2022-2023**

#### Course 1 Unit (Module) 1 Anatomy& Embryology

##### 1. Unit data

-  **Unit Title: Anatomy**
-  **Unit code: URO216A#**
-  **Speciality is Urology**
-  **Number of credit point: 1.5 credit point, didactic 1.5 credit point (100%)**
-  **Department (s) delivering the unit: Anatomy**
-  **Coordinator (s): Changed Annually**
  - **Unit coordinator: Prof. Adel Kurkar, Dr. Ahmad Mohamad Moeen**
  - **Assistant coordinator (s) Prof. Ahmad Talaat**
-  **Date last reviewed: 10/2022**
-  **General requirements (prerequisites) if any :**
  - **None**
-  **Requirements from the students to achieve Unit ILOs are clarified in the joining log book.**

## 2. Course Aims

The student should acquire the anatomic Facts of urinary and male genital systems.

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
<p>A. Describe anatomic details of</p> <ul style="list-style-type: none"> <li>- Anterior and posterior abdominal wall</li> <li>- The retroperitoneum.</li> <li>- Adrenals.</li> <li>- Kidneys, ureters and bladder</li> <li>- Peritoneum and intraperitoneal structures.</li> <li>- Female pelvis.</li> <li>- Great vessels in the abdomen and pelvis</li> <li>- - Prostate.</li> <li>- Testes, spermatic cord, and seminal vesicles.</li> <li>- Scrotum, and inguinal canal.</li> <li>- Male and female external genitalia.</li> <li>- Male urethra and female urethra</li> </ul>	-Lectures	<ul style="list-style-type: none"> <li>- Written and oral examination</li> <li>- Log book</li> </ul>
<p>B. Illustrate the applied surface anatomy of</p> <ul style="list-style-type: none"> <li>- Adrenals.</li> <li>- Kidneys, ureters and bladder.</li> <li>- Male urethra and female urethra.</li> <li>- Testes, spermatic cord, and seminal vesicles.</li> <li>- Scrotum, and inguinal canal.</li> <li>- Male and female external genitalia.</li> </ul>		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of anatomy with clinical reasoning, diagnosis and management of common diseases related to Urology.	-Lectures	Written and oral examination Log book

### C- Practical skills

Practical: 0 credit point

### D- General Skills

#### Practice-Based Learning and Improvement

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

#### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A.	-Observation and supervision -Written & oral communication	-Log book -Oral Exam Check list

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	-Log book - Oral exam

## Systems-Based Practice

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

**4. Unit contents (topics/modules/rotation  
Course Matrix)**

**Time Schedule: First Part**

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
- Anterior and posterior abdominal wall	A	A	-	A-D
- The retroperitoneum.	A	A	-	A-D
- Adrenals.	A&B	A	-	A-D
- Kidneys, ureters and bladder	A&B	A	-	A-D
- Peritoneum and intraperitoneal structures.	A	A	-	A-D
- Female pelvis.	A	A	-	A-D
- Great vessels in the abdomen and pelvis	A	A	-	A-D
- - Prostate.	A	A	-	A-D
- Testes, spermatic cord, and seminal vesicles.	A&B	A	-	A-D
- Scrotum and inguinal canal.	A&B	A	-	A-D
- Male and female external genitalia.	A&B	A	-	A-D
- Male urethra and female urethra	A&B	A	-	A-D

### **5. Unit methods of teaching/learning:**

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

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

1. Extra Lectures

### **7. Unit assessment methods:**

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

1. Written and oral examination
2. Log book

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

**iii. Marks:** 75

**8. List of references**

**i. Lectures notes**

- Staff members print out of lectures.
- Anatomy and embryology books by staff members of anatomy department, Assiut University.

**ii. Essential books**

- Fitzgerald M.J.T. (2020): The anatomical basis of clinical practice. By Standing s., ELIS H., Healy J. C., Johnson D. and Williams A. Gray’s Anatomy. Elsevier; London, New York. Sydney. Toronto.

**iii. Recommended books**

- Campbell Text book of Urology 12<sup>th</sup> edition 2020

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

- American J. of Anatomy

**v. others**

**9. Signatures**

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

## Course 1 Unit (Module) 2 Histology

### 1. Unit data

- ✚ Unit Title: Histology
- ✚ Unit code: URO216A#
- ✚ Speciality is Urology.
- ✚ Number of credit point: 1 credit point, didactic 1 credit point (100%)
- ✚ Department (s) delivering the unit: Histology
- ✚ Coordinator (s): Changed Annually
  - Unit coordinator: Prof. Mohammed Abdallah Elgammal,  
Dr. Hosny Mahmoud
  - Assistant coordinator (s): Prof. Fatma Yaseen  
Prof. Ola Abdeltawab
- ✚ Date last reviewed: 10/2022
- ✚ General requirements (prerequisites) if any :
  - None
- ✚ Requirements from the students to achieve Unit ILOs are clarified in the joining log book.

## 2. Unit aims

The student should acquire scientific knowledge and skills of histology essential for Urology

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A. Mention histological Principles of: - Cell structure - Epithelium - Connective tissue proper	-Lectures	- Written and oral examination - Log book
B. Describe histological details of: - Adrenals. - Kidneys, ureters and bladder. - Male urethra and female urethra. - Prostate. - Testes, spermatic cord, and seminal vesicles. - Male and female external genitalia.		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of histology with clinical reasoning, diagnosis and management of common diseases related to Urology.	Lectures	-Written and oral examination -Log book

### C- Practical skills

Practical: 0 credit point

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A	-Observation and supervision -Written & oral communication	-Log book Oral exam

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	- Oral Exam - Logbook

### Systems-Based Practice

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

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

**Time Schedule: First Part**

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
Cell structure	A	A	-	A-D
Epithelium	A	A	-	A-D
Connective tissue proper	A	A	-	A-D
Adrenals.	B	A	-	A-D
Kidneys, ureters and bladder.	B	A	-	A-D
Male urethra and female urethra.	B	A	-	A-D
Prostate.	B	A	-	A-D
Testes, spermatic cord, and seminal vesicles.	B	A	-	A-D
Male and female external genitalia.	B	A	-	A-D

**5. Unit methods of teaching/learning:**

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

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

1. Extra lectures

**7. Unit assessment methods:**

**i. Assessment tools:**

3. Written and oral examination (Log book

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

**iii. Marks:** 50

**8. List of references**

**i. Lectures notes**

- Staff members print out of lectures.
- Histology books by staff members of anatomy department, Assiut University.

**ii. Essential books**

- Campbell Text book of Urology 12<sup>th</sup> edition 2020

**iii. Recommended books**

- Gartener and –Hiatte ,2017

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

- Journal of electron microscopy
- Egyptian J of Histology

**v. others**

- None

**9. Signatures**

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

## Course 2 Physiology, Pharmacology and Biochemistry

***Name of department: Urology***

***Faculty of medicine***

***Assiut University***

**2022-2023**

### Course 2 Unit (Module) 1 Physiology

#### 1. Unit data

-  Unit Title: Physiology
-  Unit code: URO216B#
-  Speciality is Urology
-  Num Number of credit point: 1 credit point, didactic 1 credit point (100%)
-  Department (s) delivering the unit : Physiology
-  Coordinator (s): Changed Annually
  - Unit coordinator: Prof. Medhat Abdallah, Dr. Hosny Mahmoud
  - Assistant coordinator (s) Prof. Marwa Abdelaziz
-  Date last reviewed: 10/2022
-  General requirements (prerequisites) if any :
  - None
-  Requirements from the students to achieve unit ILOs are clarified in the joining log book.

## 2. Unit aims

The student should acquire the physiological background necessary for Urology

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A. Describe <i>Physiologic details of</i> : <ul style="list-style-type: none"> <li>• Renal functions.</li> <li>• Urine formation.</li> <li>• Acid base balance.</li> <li>• Electrolytes homeostasis.</li> <li>• Bladder function and innervation.</li> <li>• Hormonal control of reproductive system in males.</li> <li>• Testicular functions.</li> <li>• Adrenal hormones.</li> <li>• Sexual function.</li> </ul>	-Lectures	- Written and oral examination - Log book

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of physiology with clinical reasoning, diagnosis and management of common diseases related to Urology.	Lectures	-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 point

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A	Observation and supervision Written & oral communication	- Oral Exam - Logbook - Check list

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	- Oral Exam - Logbook

### Systems-Based Practice

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

#### 4. Unit contents (topics/modules/rotation Course Matrix)

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
• Renal functions.	A	A&B	-	A-E
• Urine formation.	A	A&B	-	A-E
• Acid base balance.	A	A&B	-	A-E
• Electrolytes homeostasis.	A	A&B	-	A-E
• Bladder function and innervation.	A	A&B	-	A-E
• Hormonal control of reproductive system in males.	A	A&B	-	A-E
• Testicular functions.	A	A&B	-	A-E
• Adrenal hormones.	A	A&B	-	A-E
• Sexual function.	A	A&B	-	A-E

#### 5. Unit methods of teaching/learning:

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

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

1. Extra lectures

#### 7. Unit assessment methods:

##### i. Assessment tools:

1. Written and oral examination
2. Log book

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

iii. **Marks:** 50

**8. List of references**

**i. Lectures notes**

- Course notes
- Staff members print out of lectures and/or CD copies
- Medical physiology books by Staff Members of the Department of Medical physiology -Assiut University.

**ii. Essential books**

- Campbell Text book of Urology 12<sup>th</sup> edition 2020
- Guyton AC, Hall JE: Textbook of Medical Physiology, 14<sup>th</sup> ed. Saunders, 2020.

**iii. Recommended books**

- None

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

- Journal of urology.
- Urology.
- European urology.

**v. others**

- None

**9. Signatures**

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

## Course 2 Unit (Module ) 2 Pharmacology

### 1. Unit data

- ✚ Unit Title: Pharmacology
- ✚ Unit code: URO216B#
- ✚ Speciality is Urology
- ✚ Number of credit point: 1 credit point, didactic 1 credit point (100%)
- ✚ Department (s) delivering the Unit : Pharmacology
- ✚ Coordinator (s): Changed Annually
  - Unit coordinator: Prof. Salah-eldien Shaker, Prof. Yaser Mahmoud Abdelsalam
  - Assistant coordinator (s): Prof. Mahmoud Hamdy  
Prof. Mohammad Salem
- ✚ Date last reviewed: 9/2017
- ✚ Requirements (prerequisites) if any :
  - None
- ✚ Requirements from the students to achieve Unit ILOs are clarified in the joining log book.

## 2. Unit aims

The student should acquire the professional knowledge of pharmacology necessary for Urology.

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A. Illustrate Pharmacological principles of: <ul style="list-style-type: none"> <li>• General pharmacology</li> </ul>	-Lectures	- Written and oral examination - Log book
B. Describe Pharmacological <i>details</i> of <ul style="list-style-type: none"> <li>• Diuretics.</li> <li>• Anticholinergics.</li> <li>• Antimicrobial.</li> <li>• Cancer chemotherapy.</li> <li>• Antiandrogens.</li> <li>• Alpha blockers.</li> </ul>		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of pharmacology with clinical reasoning, diagnosis and management of common diseases related to Urology.	-Lectures	-Written and oral examination - Log book

### C- Practical skills

Practical: 0 Credit point

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A and A.B	Observation and supervision Written & oral communication	- Oral Exam - Logbook - Check list

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	- Oral Exam - Logbook

### Systems-Based Practice

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

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

**Time Schedule: First Part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
General pharmacology	A	A	-	A-D
Diuretics.	A	A	-	A-D
Anticholinergics.	A	A	-	A-D
Antimicrobial.	A	A	-	A-D
Cancer chemotherapy.	A	A	-	A-D
Antiandrogens.	A	A	-	A-D
Alpha blockers.	A	A	-	A-D

**5. Unit methods of teaching/learning:**

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience.

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

1. Extra lectures

**7. Unit assessment methods:**

**i. Assessment tools:**

1. Written and oral examination
2. Log book

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

**iii. Marks:** 50

**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 12<sup>th</sup> edition 2020
- Basic & Clinical Pharmacology, 15th Edition 2022.  
By Bertram Katzung, Anthony Trevor, Susan Masters. Publisher: McGraw-Hill

**iii. Recommended books**

- None

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

➤ **Periodicals,**

- British journal of pharmacology

➤ **Web sites:** [www.sciencedirect.com](http://www.sciencedirect.com).

**v. others**

**9. Signatures**

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

## Course 2 Unit (Module) 2 Biochemistry

### 1. Unit data

- ✚ Unit Title: Biochemistry
- ✚ Unit code: URO216B#
- ✚ Speciality is Urology
- ✚ Number of credit point: 1 credit point, didactic 1 credit point (100%)
- ✚ Department (s) delivering the Unit : Biochemistry
- ✚ Coordinator (s): Changed Annually
  - Unit coordinator: Prof. Mohammad Abdelbaseer, Prof. Daa-eldien Abdelhamid
  - Assistant coordinator (s) Prof. Naglaa Taha

Dr. Soaad Mohammad Abdelghany
- ✚ Date last reviewed: 10/2022
- ✚ General requirements (prerequisites) if any :
  - None
- ✚ Requirements from the students to achieve Unit ILOs are clarified in the joining log book.

## 2. Unit aims

The student should acquire the facts of biochemistry necessary for Urology

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. <i>Describe details of Biochemistry of</i> <ul style="list-style-type: none"> <li>• Urine.</li> <li>• Semenal fluid.</li> <li>• Acid base balance.</li> <li>• Electrolyte balance</li> <li>• Cancer biochemistry and tumor markers.</li> <li>• Molecular biology and genetics</li> </ul>	-Lectures	- Written and oral examination - Log book

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of biochemistry with clinical reasoning, diagnosis and management of common diseases related to Urology.	-Lectures	-Written and oral examination - Log book

### C- Practical skills

Practical: 0 Credit point

### D- General Skills

#### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A	Observation and supervision Written & oral communication	- Oral Exam - Logbook - Check list

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	- Oral Exam - Logbook

### Systems-Based Practice

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

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

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Urine.	A	A	-	A-D
Semenal fluid.	A	A	-	A-D
Acid base balance.	A	A	-	A-D
Electrolyte balance	A	A	-	A-D
Cancer biochemistry and tumor markers.	A	A	-	A-D
biology and genetics	A	A	-	A-D

#### 5. Unit methods of teaching/learning:

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

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

2. Extra lectures

#### 7. Unit assessment methods:

##### i. Assessment tools:

3. Written and oral examination
4. Log book

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

iii. Marks: 50

**8. List of references**

**i i. Lectures notes**

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

**ii. Essential books**

- Harper's Illustrated Biochemistry, 30th Edition

**iii. Recommended books**

- Campbell Text book of Urology 12<sup>th</sup> edition 2020

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

➤ **Periodicals,**

- Biochemistry and molecular biology education journal.

➤ **Web sites**

- <http://www.ncbi.nlm.gov/>

**v. others**

**9. Signatures**

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

## Course 3 Pathology and Microbiology

**Name of department: *of Urology***

**Faculty of medicine**

**Assiut University**

**2022-2023**

## Course 3 Unit (Module ) 1 Pathology

### 1. Unit data

-  **Unit Title: Pathology**
-  **Unit code: URO216C#**
-  **Speciality is Urology**
  -  **Number of credit point: 1.5 credit point, didactic 1.5 credit point (100%)**
-  **Department (s) delivering the unit : Pathology**
-  **Coordinator (s): Changed Annually**
  - **Unit coordinator: Prof. Ahmed Mohamad Eltaher, Dr. Mahmoud Mohamad Shalaby**
  - **Assistant coordinator (s) Prof. Howaida Ahmed Prof. Abeer Refaai**
-  **Date last reviewed: 10/2022**
-  **Requirements (prerequisites) if any :**
  - **None**
-  **Requirements from the students to achieve Unit ILOs are clarified in the joining log book.**

## 2. Unit aims

The student should acquire the pathological facts necessary for urinary system & male genital system

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Mention Principles of General Pathology of: <ul style="list-style-type: none"> <li>- Immunity &amp; hypersensitivity.</li> <li>- Bacterial non specific infections.</li> <li>- Parasitic infestations.</li> <li>- Specific infections.</li> <li>- Pathology of tumors</li> </ul>	-Lectures	- Written and oral examination - Log book
B. <i>Describe</i> Pathologic Details of: <ul style="list-style-type: none"> <li>- Obstructive Uropathy and Urolithiasis.</li> <li>- Genitourinary tumors.</li> <li>- Genitourinary infections.</li> <li>- Genitourinary parasitic infestation</li> </ul>		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of pathology with clinical reasoning, diagnosis and management of common diseases related to Urology.	-Lectures	-Written and oral examination - Log book

### C- Practical skills

Practical: 0 credit point

## D- General Skills

### Practice-Based Learning and Improvement

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

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A and A.B.	Observation and supervision Written & oral communication	-Log boo -Oral Exam - Check list

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	- Oral Exam - Logbook

### Systems-Based Practice

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

#### 4. Unit contents (topics/modules/rotation Course Matrix)

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
<u>General Pathology</u>				
- Immunity & hypersensitivity.	A	A-C	-	A-D
- Bacterial non specific infections.	A	A-C	-	A-D
- Parasitic infestations.	A	A-C	-	A-D
- Specific infections.	A	A-C	-	A-D
- Pathology of tumors.	A	A-C	-	A-D
<u>Genitourinary system</u>				
Obstructive Uropathy and Urolithiasis.	B	A-C	-	A-D
Genitourinary tumors.	B	A-C	-	A-D
Genitourinary infections.	B	A-C	-	A-D
Genitourinary parasitic infestation	B	A-C	-	A-D

#### 5. Unit methods of teaching/learning:

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

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

1. Extra lectures

## 7. Unit assessment methods:

### i. Assessment tools:

1. Written and oral examination
2. Log book

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

iii. Marks: 75

## 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 12<sup>th</sup> edition 2020

### iii. Recommended books

- KUMAR, V., COTRAN, R.S., and ROBBINS, S.L. Robbins Basic Pathology. 8th ed. Saunders Publisher

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

- Human pathology
- Histopathology
- American Journal of surgical pathology

### v. others

## 9. Signatures

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

## Course 3 Unit (Module) 2 Microbiology

### 1. Unit data

- ✚ Unit Title: Microbiology
- ✚ Unit code: URO216C#
- ✚ Speciality is Urology
- ✚ Number of credit point: 1 credit point, didactic 1 credit point (100%)
- ✚ Department (s) delivering the unit : Microbiology
- ✚ Coordinator (s): Changed Annually
  - Unit coordinator: Prof. Hisham Mokhtar Hammouda, Prof. Ahmad Mohamad Abdelaziz
  - Assistant coordinator (s) Prof. Michel Nazmy,  
Prof. Shaaban Hashem
- ✚ Date last reviewed: 10/2022
- ✚ Requirements (prerequisites) if any :
  - None
- ✚ Requirements from the students to achieve Unit ILOs are clarified in the joining log book.

## 2. Unit aims

The student should acquire the facts of microbiology necessary for urinary system & male genital system.

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Illustrate Principles of Microbiology of:</p> <p><u>-General bacteriology</u></p> <ul style="list-style-type: none"> <li>- Bacterial structure, growth and metabolism</li> <li>- Bacterial genetics</li> <li>- Antimicrobial agents</li> <li>- Pathogenicity of microorganism</li> <li>- Diagnostic microbiology</li> </ul> <p><u>- Immunology</u></p> <ul style="list-style-type: none"> <li>- Basic immunology</li> <li>- Immunologic diagnostic test and serology</li> <li>- Hypersensitivity</li> <li>- Tumor immunology</li> <li>- Immunogenetics and transplantation immunology</li> </ul> <p><u>- General virology</u></p> <ul style="list-style-type: none"> <li>- Pathogenesis of viral diseases</li> <li>- Interferon and antiviral agents</li> </ul>	-Lectures	<ul style="list-style-type: none"> <li>- Written and oral examination</li> <li>- Log book</li> </ul>
<p>B. Describe <i>details of Microbiology</i> of microorganism encountered in genitourinary infections.</p>		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of microbiology with clinical reasoning, diagnosis and management of common diseases related to genitourinary system.	-Lectures	-Written and oral examination - Log book

### C- Practical skills

Practical: 0 credit point

### D- General Skills

#### Practice-Based Learning and Improvement

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

#### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in the conditions mentioned in A.A & A.B	Observation and supervision Written & oral communication	--Oral Exam - Logbook - Check list

## Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
C. Demonstrate a commitment to ethical principles.	-Observation -Senior staff experience	- Oral Exam - Logbook

## Systems-Based Practice

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

### 4. Unit contents (topics/modules/rotation Course Matrix)

#### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
<u>General bacteriology</u>				
Bacterial structure, growth and metabolism	A	A	-	A-D
Bacterial genetics	A	A	-	A-D
Antimicrobial agents	A	A	-	A-D
Pathogenicity of microorganism	A	A	-	A-D
Diagnostic microbiology	A	A	-	A-D

<u>Immunology</u>				
Basic immunology	<b>A</b>		-	<b>A-D</b>
Immunologic diagnostic test and serology	<b>A</b>	<b>A</b>	-	<b>A-D</b>
Hypersensitivity	<b>A</b>	<b>A</b>	-	<b>A-D</b>
Tumor immunology	<b>A</b>	<b>A</b>	-	<b>A-D</b>
Immunogenetics and transplantation immunology	<b>A</b>	<b>A</b>	-	<b>A-D</b>
<u>General virology</u>				
Pathogenesis of viral diseases	<b>A</b>	<b>A</b>	-	<b>A-D</b>
Interferon and antiviral agents	<b>A</b>	<b>A</b>	-	<b>A-D</b>
<u>Microbiology of microorganism encountered in genitourinary system</u>	<b>B</b>	<b>A</b>	-	<b>A-D</b>

### **1. 5. Unit methods of teaching/learning:**

1. Lectures
2. Observation and supervision
3. Written & oral communication
4. Senior staff experience

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

1. Extra lectures

### **7. Unit assessment methods:**

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

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

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

iii. **Marks:** 50

**8. List of references**

**Lectures notes**

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

**ii. Essential books**

- Campbell Text book of Urology 12<sup>th</sup> edition 2020

**iii. Recommended books**

- Jawetz, Melnick, & Adelberg's Medical microbiology, 26th Edition

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

➤ **Periodicals,**

- Journal of clinical microbiology
- Microbiology
- Journal of Medical microbiology

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

**v. others**

**9. Signatures**

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

## Course 4 General surgery

**Name of department: *of Urology***

**Faculty of medicine**

**Assiut University**

**2022-2023**

### 1. Course data

-  **Course Title: General surgery**
-  **Course code: URO211**
-  **Speciality is Urology**
-  **Number of credit point: 11 credit point, didactic 4 credit point (36.4%) , 7 for Practical (63.6%)**
-  **Department (s) delivering the course: General surgery**
-  **Coordinator (s): Changed Annually**
  - **Course coordinator: Prof. Fathy Gaber, Prof. Medhat Ahmed Abdallah**
  - **Assistant coordinator (s) Prof. Ashraf Helmy**
-  **Date last reviewed: 10/2022**
-  **Requirements (prerequisites) if any :**
  - **None**
-  **Requirements from the students to achieve course ILOs are clarified in the joining log book.**

## 2. Course Aims

The student should acquire the basic Knowledge and surgical skills necessary for Urology in clinical reasoning, diagnosis and management of diseases of the genitourinary system

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions: <ul style="list-style-type: none"> <li>• Acute abdomen</li> <li>• surgical emergencies</li> </ul>	- Lectures	- Written, oral and examination - Log book
B. Mention the principles of <ul style="list-style-type: none"> <li>• Suturing techniques.</li> <li>• Suturing materials.</li> <li>• General surgical instruments.</li> <li>• Abdominal incisions.</li> <li>• General complications of surgery.</li> <li>• General principles of intestinal surgery.</li> <li>• Management of polytraumatized patient.</li> <li>• Differential diagnosis of acute abdomen and surgical emergencies.</li> </ul>		
C. State update and evidence based Knowledge of <ul style="list-style-type: none"> <li>• Suturing techniques.</li> </ul>		
D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to General Surgery.		
E. Mention the basic ethical and medicolegal		

principles relevant to the General Surgery.		
F. Mention the basics of quality assurance to ensure good clinical care in the field of General Surgery.		
G. Mention the ethical and scientific principles of medical research		
H. State the impact of common health problems in the field of General Surgery on the society.		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to General Surgery.	- Lectures	- Written, oral and examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to General Surgery.		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of the General Surgery.		

### C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	Clinical round Seminars Lectures Case presentation	-log book & portfolio -Written and oral exam - Clinical

		exam
B. Order the following non invasive and invasive diagnostic procedures Routine appropriate Lab investigations related to conditions mentioned in A.A	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
C. Interpret the following non invasive and invasive diagnostic procedures Routine appropriate Lab investigations related to conditions mentioned in A.A	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
D. Perform the following non invasive and invasive therapeutic procedures Basic Surgical techniques	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
E. Prescribe the following non invasive and invasive therapeutic procedures : proper treatment for conditions in A.A	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
F. Carry out patient management plans for common conditions related to General Surgery.		
G. Use information technology to support patient care decisions and patient education in common clinical situations related to General Surgery.		

H. Provide health care services aimed at preventing health problems related to General Surgery like: Conditions mentioned in A.A		
I. Provide patient-focused care in common conditions related to General Surgery, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A		

### D- General Skills

#### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio -Procedure & case presentation
B. Appraises evidence from scientific studies(journal club)		
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.		

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Clinical round -Seminars -Lectures -Case presentation	-Global rating -Procedure & case presentation -Log book & portfolio -Chick list
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in Common problems of Internal Medicine.		
K. Write a report in Patients' medical reports		
L. Council patients and families about Conditions mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

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

**Time Schedule: First Part**

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
• Suturing techniques.	A,C	A-D	A-I	A-R
• Suturing materials.	A	A-D	A-I	A-R
• General surgical instruments.	A	A-D	A-I	A-R
• Abdominal incisions.	A	A-D	A-I	A-R
• General complications of surgery.	A	A-D	A-I	A-R
• General principles of intestinal surgery.	A	A-D	A-I	A-R
• Management of polytraumatized patient.	B	A-D	A-I	A-R
• Differential diagnosis of acute abdomen and surgical emergencies.	A,D-H	A-D	A-I	A-R

**5. Course methods of teaching/learning:**

1. Lectures
2. Clinical round
3. Seminars
4. Case presentation
5. Clinical round with senior staff
6. Perform under supervision of senior staff.
7. -Written & oral communication

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

1. Extra lectures
2. Extra training.

## 7. Course assessment methods:

### i. Assessment tools:

- 1- Written , oral and clinical
- 2- Log book

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

iii. Marks: 200

## 8. List of references

### i. Lectures notes

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

### ii. Essential books

- Bailey and Love's Short Practice of Surgery [25th Edition] by Hamilton Bailey, R.J.McNeill Love, R.C.G. Russell, and etc.

### iii. Recommended books

- Principles of General Surgery, prof. Nawara

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

- International Journal of General Surgery
- American Journal of General Surgery

### v. others

## 9. Signatures

Course Coordinator	
Unit Coordinator .....	Head of the Department: .....
Date:	Date:
Assistant Coordinator: .....	Head of the Department: .....
Date:	Date:

## Course 5 Nephrology and Basic life Support

**Name of department: *of Urology***

**Faculty of medicine**

**Assiut University**

**2022-2023**

## Course 5 Unit 1 Nephrology

### 1. Unit data

-  **Unit Title: Nephrology**
-  **Unit code: URO216D#**
  
-  **Speciality is Urology**
-  **Number of credit point: 4.5 credit point, didactic 1.5 credit point (33.3%), 3 for Practical (66.7%)**
-  **Department (s) delivering the unit : Internal medicine**
-  **Coordinator (s): Changed Annually**
  - **Course coordinator : Prof. Ahmad Mohamad Abdelaziz,  
Dr. Ahmed Abdelhamid Metwally**
  - **Assistant coordinator: Prof. Esam Elbieh**
  
-  **Date last reviewed: 10/2022**
-  **Requirements (prerequisites) if any :**
  - **None**
  
-  **Requirements from the students to achieve Unit ILOs are clarified in the joining log book.**

## 2. Unit Aims

The student should acquire the basic Knowledge and skills of nephrology necessary for Urology in clinical reasoning, diagnosis and management of diseases of the genitourinary system

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	<i>Methods of Evaluation</i>
A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions: <ul style="list-style-type: none"> <li>▪ Glomerular diseases.</li> <li>▪ Acute renal failure and acute tubular necrosis.</li> <li>▪ Chronic renal failure.</li> </ul>	- Lectures	- Written, oral and examination - Log book
B. Mention the principles of <ul style="list-style-type: none"> <li>• Electrolyte imbalance.</li> <li>▪ Acid base balance</li> <li>▪ Renal replacement therapy.</li> </ul>		
C. State update and evidence based Knowledge of <ul style="list-style-type: none"> <li>• Renal replacement therapy</li> </ul>		
D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Nephrology.		
E. Mention the basic ethical and medicolegal principles relevant to the Nephrology.		
F. Mention the basics of quality assurance to ensure good clinical care in the field of Nephrology.		
G. Mention the ethical and scientific principles of		

medical research		
H. State the impact of common health problems in the field of Nephrology on the society.		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Nephrology.	- Lectures	- Written, oral and examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Nephrology.		
C. Design and present cases , seminars in common problem		
D-Formulate management plans and alternative decisions in different situations in the field of the Nephrology.		

### C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	Clinical round Seminars Lectures Case presentation	-log book & portfolio -Written and oral exam - Clinical exam
B. Order the following non invasive and invasive diagnostic procedures	Clinical round with senior	- Procedure presentation

Routine appropriate Lab investigations related to conditions mentioned in A.A	staff Perform under supervision of senior staff	- Log book - Chick list
C. Interpret the following noninvasive and invasive diagnostic procedures Routine appropriate Lab investigations related to conditions mentioned in A.A	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
D. Perform the following noninvasive and invasive therapeutic procedures proper for conditions in A.A	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
E. Prescribe the following noninvasive and invasive therapeutic procedures : proper treatment for conditions in A.A	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
F. Carry out patient management plans for common conditions related to Nephrology.		
G. Use information technology to support patient care decisions and patient education in common clinical situations related to Nephrology.		
H. Provide health care services aimed at preventing health problems related to Nephrology Like: Conditions mentioned in A.A		
J. Provide patient-focused care in common		

conditions related to Nephrology, while working with health care professionals, including those from other disciplines like: Conditions mentioned in A.A		
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### D- General Skills

#### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio -Procedure & case presentation
B. Appraises evidence from scientific studies(journal club)		
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.		

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Clinical round -Seminars -Lectures -Case presentation	-Global rating -Procedure & case presentation -Log book & portfolio -Chick list
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in Common problems of Internal Medicine.		
K. Write a report in Patients' medical reports		
L. Council patients and families about Conditions mentioned in A.A		

## Professionalism

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

## Systems-Based Practice

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

#### 4. Unit contents (topics/modules/rotation Course Matrix)

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Glomerular diseases.	A, D- H	A-D	A-I	A-R
Acute renal failure and acute tubular necrosis.	A, D- H	A-D	A-I	A-R
Chronic renal failure	A, D- H	A-D	A-I	A-R
Electrolyte imbalance.	B, D- H	A-D	A-I	A-R
Acid base balance	B , D- H	A-D	A-I	A-R
Renal replacement therapy.	B,C-H	A-D	A-I	A-R

#### 8. Unit methods of teaching/learning:

1. Lectures
2. Clinical round
3. Seminars
4. Case presentation
5. Clinical round with senior staff
6. Perform under supervision of senior staff.
7. -Written & oral communication

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

3. Extra lectures
4. Extra training.

#### 7. Unit assessment methods:

##### i. Assessment tools:

- 3- Written , oral and clinical
- 4- Log book

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

iii. Marks: 100

**8. List of references**

**i. Lectures notes**

- Course notes
- Staff members print out of lectures and/or CD copies.
- Principles of Nephrology Book by Staff Members of the Department of renal Diseases-Assiut University

**ii. Essential books**

- Oxford - text book of Medicine 2020

**iii. Recommended books**

- Campbell Text book of Urology 12<sup>th</sup> edition 2020

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

- BMJ
- American Journal of Nephrology
- Nephron
- European Journal of renal Diseases
- Egyptian Journal of renal Diseases & transplantation

**9. Signatures**

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

## Course 5 Unit 2 Basic life Support

### 1. Unit data

- ✚ **Unit Title: Basic life Support**
- ✚ **Unit code: URO216D#**
- ✚ **Speciality is Urology**
- ✚ **Number of credit point: 1.5 credit point, didactic 0.5 credit point (33.3%) , 1 for Practical (66.7%)**
- ✚ **Department (s) delivering the unit : Anesthesia and intensive care**
- ✚ **Coordinator (s): Changed Annually**
  - **Course coordinator: Prof. Daa Abdel Hamed Mohamed, Dr. Rabee Ahmad Gadelkareem**
  - **Assistant coordinator (s) Prof. Alaa Ataya**
- ✚ **Date last reviewed: 10/2022**
- ✚ **Requirements (prerequisites) if any :**
  - **None**
- ✚ **Requirements from the students to achieve Unit ILOs are clarified in the joining log book.**

## 2. Unit Aims

The student should acquire the basic Knowledge and skills of basic life Support necessary for Urology in clinical reasoning, diagnosis and management of diseases of the genitourinary system

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

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Mention the principles of <ul style="list-style-type: none"> <li>▪ Basic life Support</li> </ul>	- Lectures	- Written, oral and examination - Log book
B. Mention the basic ethical and medicolegal principles relevant to the Basic life support		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Basic life support.	- Lectures	- Written, oral and examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Basic life support.		
C. Design and present cases, seminars in common problem		

D-Formulate management plans and alternative decisions in different situations in the field of the Basic life support.		
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### C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	Clinical round Seminars Lectures Case presentation	-log book & portfolio -Written and oral exam - Clinical exam
B. Perform the following procedures Basic life support.	Clinical round with senior staff Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
C. Carry out patient management plans for common conditions related to Nephrology.		
D. Use information technology to support patient care decisions and patient education in common clinical situations related to Basic life support.		
E. Provide health care services aimed at preventing health problems related to Basic life support.		
F. Provide patient-focused care in common conditions related to Basic life support., while working with health care professionals, including those from other disciplines I		

## D- General Skills

### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology(audit, logbook)	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio -Procedure & case presentation
B. Appraises evidence from scientific studies(journal club)		
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis.		
E. Facilitate learning of junior students and other health care professionals.		

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Clinical round -Seminars -Lectures -Case presentation	-Global rating -Procedure & case presentation -Log book & portfolio -Chick list
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		

I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in Common problems of Internal Medicine.		
K. Write a report in Patients' medical reports		
L. Council patients and family about Conditions mentioned in A.A		

### Professionalism

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

### Systems-Based Practice

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

#### 4. Unit contents (topics/modules/rotation Course Matrix)

##### Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	B	C	D
Basic life Support	A.B	A-D	A-F	A-R

#### 5. Unit methods of teaching/learning:

1. Lectures
2. Clinical round
3. Seminars
4. Case presentation
5. Clinical round with senior staff
6. Perform under supervision of senior staff.
7. Written & oral communication

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

1. Extra lectures
2. Extra training.

#### 7. Course assessment methods:

##### i. Assessment tools:

- 1- Written , oral and clinical
- 2- Log book

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

iii. Marks: 25

**8. List of references**

**i. Lectures notes**

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

**ii. Essential books**

- Paul L Marino: The ICU Book (5<sup>th</sup> Edition )

**iii. Recommended book**

- Frederic S. Bongard: Current Diagnosis & Treatment in critical care (5th edition)

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

➤ **Periodicals**

- American Journal of Respiratory & Critical Care Medicine

**V. others : None**

**9. Signatures**

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

## Second Part

### Course 6 Urology

***Name of department: Urology***

***Faculty of medicine***

***Assiut University***

***2022-2023***

#### 1. Course data

-  **Course Title: Specialized course of urological diseases**
-  **Course code: URO216E.**
-  **Speciality: Urology.**
-  **Number of credit points: 120, didactic 24 credit points (20%), practical 96 credit points (80%).**
-  **Department (s) delivering the course: Urology department, Faculty of medicine, Assiut University Hospital.**
-  **Coordinator (s):**
  - **Course coordinator: Prof. Ahmad Mohamad Abdelaziz.**
  - **Assistant coordinator(s): Dr. Ahmed Abdelhamid Metwally**
-  **Date last reviewed: 10/2022.**
-  **General requirements (prerequisites) if any :**
  - none
-  **Requirements from the students to achieve course ILOs are clarified in the joining log book.**
-  **This course consists of 9 units (modules):**

1. Unit (Module) 1 Urological emergency.
2. Unit (Module) 2 Obstructive uropathy and urolithiasis
3. Unit (Module) 3 Andrology.
4. Unit (Module) 4 Genitourinary trauma.
5. Unit (Module) 5 Genitourinary infections.
6. Unit (Module) 6 Genitourinary tumors.
7. Unit (Module) 7 Pediatric urology.
8. Unit (Module) 8 Female urology and neurourology.
9. Unit (Module) 9 Renal failure and transplantation.

 Unit Coordinator (s):

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.	<ul style="list-style-type: none"> <li>• Prof. Ahmed Mohammed Abdelmonem.</li> <li>• Prof.Mohammed Abd baseer.</li> <li>• Prof.Mohammed Abdal Elgammal.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Prof. Medhat Ahmed Abdalla.</li> <li>• Prof. Adel Kurkar.</li> </ul>
5- Unit (Module) 5 Genitourinary infections.	Prof. Atef Abdelaziz	• Dr. Mahmoud Mohammed Shalaby
6- Genitourinary tumors.	Prof. Mohammed Ahmed Shalaby	<ul style="list-style-type: none"> <li>• Prof. Daaa-Eldien Abdelhamid.</li> <li>• Dr. Hosny Mahmoud</li> </ul>

		<ul style="list-style-type: none"> <li>• Dr. Ahmad Mohamad Moeen</li> </ul>
<b>7- Pediatric urology.</b>	Prof. Hisham Mokhtar.	<ul style="list-style-type: none"> <li>• Prof. Ahmad Mohamad Abdelaziz</li> <li>• Dr. Ahmed Abdelhamid Metwally</li> </ul>
<b>8- Female urology and neurourology.</b>	<ul style="list-style-type: none"> <li>• Prof. Mohammed Ibrahim Taha.</li> </ul>	Prof. Mohammad Abdallah Elgammal
<b>9- Renal failure and transplantation.</b>	Prof. Hisham Mokhtar.	<ul style="list-style-type: none"> <li>• Prof. Daa-Eldien Abdelhamid.</li> <li>• Dr. Rabee Ahmed</li> </ul>

## 2. Course Aims

- 1. To enable candidates to acquire high level of clinical skills, in addition to updated medical knowledge, integration and interpretation of different investigations, professional competence in the area of urological diseases, diagnostic and therapeutic endoscopic maneuvers.**
- 2. To provide candidates with fundamental general skills related to urological Diseases including, writing specialized medical reports, use of information technology in clinical decisions and research, and counseling patients and their families about their diseases.**

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

#### Unit ( Module) 1 Urologic emergencies

#### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Obstructive anuria.</li> <li>• Acute retention of urine.</li> <li>• Infected hydronephrosis.</li> <li>• Hematuria.</li> <li>• Priapism and fracture penis.</li> <li>• Testicular torsion.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio</p>
<p>B. Mention the principles of</p> <ul style="list-style-type: none"> <li>• Epidemiology of bilharziasis in Egypt</li> <li>• Complications of renal failure, pathophysiology of priapsim</li> <li>• The most common cause of acute retention in different age groups.</li> </ul>		
<p>C. State update and evidence based Knowledge of the following diseases:</p> <ul style="list-style-type: none"> <li>• Obstructive anuria.</li> <li>• Acute retention of urine.</li> <li>• Infected hydronephrosis.</li> <li>• Hematuria.</li> </ul>		

D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Urological emergency.		
E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the Urological emergency.		
F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Urological emergency.		
G. Mention the ethical and scientific principles of medical research methodology.		
H. State the impact of common health problems in the field of Urological emergency on the society and how good clinical practice improve these problems.		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Urological emergency.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Urological emergency.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of Urological emergency.		
D-Formulate management plans and alternative decisions in different situations in the field of the Urological emergency		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Complete blood picture</li> <li>- Bleeding profile</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-Kidney function tests (Blood urea and serum creatnine) measurement</li> <li>- MRI</li> <li>- Cystoscopy</li> </ul> <p>-Scrotal US with color doppler.</p>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-IVU</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation -</li> </ul>	

<ul style="list-style-type: none"> <li>-MRI</li> <li>-Scrotal US</li> <li>-Penile Doppler</li> </ul>	Post graduate teaching -Hand on workshops	
D. Perform the following non invasive and invasive diagnostic and therapeutic procedures <ul style="list-style-type: none"> <li>-Abdominal US.</li> <li>-Urethral catheterization.</li> <li>-Suprapubic tube insertion.</li> <li>-Percutaneous drainage of infected hydronephrosis</li> </ul>	-Clinical round with senior staff -Observation Post graduate teaching -Hand on workshops	
E. Prescribe the following non invasive and invasive therapeutic procedures : <ul style="list-style-type: none"> <li>-Urethral cathetrization</li> <li>-Suprapubic tube insertion</li> <li>-Cystscopy and Biopsy with bimanual evaluation under anathaesia.</li> <li>- Ureteric cathetrization or JJ insertion</li> <li>-Repair of tunical tear</li> <li>-Percutaneous drainage of infected hydronephrosis</li> </ul>	-Clinical round with senior staff -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
F. Carry out patient management plans for common conditions related to Urological Emergency.	- Clinical round with senior staff - Perform under supervision of senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to Urological Emergency.		
H. Provide health care services aimed at preventing health problems related to Urological like: <ul style="list-style-type: none"> <li>-Acute retention in old people</li> </ul>		

-Obstructive anuria in solitary kidney patients -Priapism in patients with blood diseases		
I. Provide patient-focused care in common conditions related to Urological emergency, while working with health care professionals, including those from other disciplines		
J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		

## 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 (share in audit and risk management activities and use logbook).	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	- Case log - Observation and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		

D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>● Common problems of urological emergency .</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>● Mass description for prevention of bilharziasis.</li> <li>● Health education about the risks of cigarette smoking on genito-urinary system</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>-Predisposing factors for acute retention</li> <li>- Who that at risk of acute renal failure.</li> <li>-Drugs causing priapism and how to avoid them</li> </ul>	-Perform under supervision of senior staff	

## Professionalism

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

## Systems-Based Practice

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

## Unit (module)2. Obstructive Uropathy and Urolithiasis

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	of	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>● Renal stones.</li> <li>● Pelviuretric junction obstruction.</li> <li>● Ureteric stones.</li> <li>● Ureteric stricture.</li> <li>● Bladder stones.</li> <li>● Urethral stones.</li> <li>● Urethral stricture.</li> </ul>	<p>Didactic; Lectures Clinical rounds Seminars Clinical rotations (service teaching)</p>		<p>-log book &amp; portfolio -Oral and written exam</p>
<p>B. Mention the principles of</p> <p><b>1-Management of obstructive Uropathy and Urolithiasis.</b></p> <p><b>2-Surgical procedures done in treatment of obstructive Uropathy and Urolithiasis including:</b></p> <ul style="list-style-type: none"> <li>● Pyelolithotomy and nephrolithotomy.</li> <li>● Pyeloplasty.</li> <li>● Ureterolithotomy.</li> <li>● Ureteral resection and reanastmosis.</li> <li>● Ureteral reimplantation.</li> <li>● Cystolithotomy.</li> <li>● Urethral reconstructive surgery.</li> </ul> <p><b>3-Endoscopic procedures done in treatment of obstructive Uropathy and Urolithiasis including:</b></p> <ul style="list-style-type: none"> <li>● Percautenous nephrolithotomy.</li> <li>● Ureteroscopy.</li> <li>● Litholapaxy.</li> <li>● Visual internal urethrotomy.</li> <li>● Laparoscopy.</li> </ul>			
<p>C. State update and evidence based Knowledge of</p> <ul style="list-style-type: none"> <li>● Renovascular hypertension</li> </ul>			

<ul style="list-style-type: none"> <li>• Pathophysiology of upper tract obstruction.</li> <li>• Management of upper urinary tract obstruction</li> <li>• Uretropelvic junction obstruction.</li> <li>• Retrocaval ureter</li> <li>• Ureteral stricture Disease.</li> <li>• Ureteroenteric anastomotic stricture disease.</li> <li>• Retroperitoneal fibrosis.</li> <li>• BPH</li> <li>• Urolithiasis Etiology, epidemiology and pathogenesis</li> <li>• Evaluation and Medical management of urolithiasis.</li> <li>• Surgical management of upper urinary tract calculi.</li> <li>• Uretroscopy and retrograde ureteral access.</li> <li>• Percutaneous management of upper urinary tract pathology</li> </ul>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to obstructive urology and urolithiasis.</p>		
<p>E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the obstructive urology and urolithiasis.</p>		
<p>F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of obstructive urology and urolithiasis.</p>		
<p>G. Mention the ethical and scientific principles of medical research methodology</p>		
<p>H. State the impact of common health problems in the field of obstructive urology and urolithiasis. on the society and how good clinical practice improve these problems.</p>		

## B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to obstructive urology and urolithiasis.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to obstructive urology and urolithiasis.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of conditions mentioned in A.A		
D-Formulate management plans and alternative decisions in different situations in the field of obstructive urology and urolithiasis.		

## C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	-Didactic (lectures, seminars, tutorial) -Clinical rounds Clinical rotations	OSCE at the end of each year -log book & portfolio - One MCQ examination at the

	(service teaching)	second half of the second year and another one in the third year -Clinical exam
<p>B. Order the following non invasive and invasive diagnostic procedures:</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Complete blood picture</li> <li>- Bleeding profile</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>- Cystoscopy</li> <li>-Metabolic evaluation for recurrent urolithiasis</li> <li>-TRUS and TRUS biopsy</li> <li>-Urodynamic studies</li> <li>-Radio-isotope scanning</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation Post graduate teaching</li> <li>-Hand on workshops</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>-Log book</li> <li>-Chick list</li> </ul>
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-IVU.</li> <li>-MRI.</li> <li>-Radioisotope scanning.</li> <li>-Urine analysis.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

	-Perform under supervision of senior staff	
<p>D. Perform the following non invasive and invasive therapeutic procedures:</p> <ul style="list-style-type: none"> <li>-pyelolithotomy and nephrolithotomy</li> <li>-uretrolithotomy</li> <li>-Medical treatment of urolithiasis</li> <li>-Trans-vesical prostatectomy</li> <li>-Insertion of ureteric catheter and jj stents</li> <li>-Percutaneous nephrostomy tube insertion.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <p>URS</p> <p>-ESWL</p> <p>Endopyelotomy.</p> <p>- Medical treatment of urolithiasis.</p>	<p>Observation</p> <ul style="list-style-type: none"> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<p>Procedure presentation</p> <ul style="list-style-type: none"> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>F. Carry out patient management plans for common conditions related to obstructive uropathy and urolithiasis.</p>	<ul style="list-style-type: none"> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops.</li> </ul>	
<p>G. Use information technology to support patient care decisions and patient education in common clinical situations related to obstructive uropathy and urolithiasis.</p>		
<p>H. Provide health care services aimed at preventing</p>		

<p>health problems related to obstructive uropathy and urolithiasis, like:</p> <ul style="list-style-type: none"> <li>- Acute renal failure.</li> <li>- Post obstructive diuresis.</li> <li>- Hematuria.</li> <li>-Acute retention in old people</li> <li>-Obstructive anuria in solitary kidney patients</li> </ul> <p>-Priapism in patients with blood diseases</p>		
<p>I. Provide patient-focused care in common conditions related to obstructive uropathy and urolithiasis, while working with health care professionals, including those from other disciplines like:</p> <ul style="list-style-type: none"> <li>- Nephrologists.</li> <li>- General surgery.</li> </ul>		
<p>J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)</p>		

**General Skills**  
**Practice-Based Learning and Improvement**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
A. Perform practice-based improvement activities using a systematic methodology (share in audit and risk management activities and use logbook).	<ul style="list-style-type: none"> <li>-Case log</li> <li>-Observation and supervision</li> <li>-Written &amp; oral communication</li> </ul>	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	<ul style="list-style-type: none"> <li>- Case log</li> <li>- Observation</li> </ul>	--Log book & portfolio

	and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

### Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list

G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
j .Fill the following reports: <ul style="list-style-type: none"> <li>- Ultrasonography report</li> <li>- Cystoscopy report</li> </ul>		
k. Council patients and families about: <ul style="list-style-type: none"> <li>- Mass description for prevention of bilharziasis.</li> <li>- Health education about the risks of cigarette smoking on genito-urinary system.</li> </ul>		

### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
L. 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

M. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		1. 360o global rating
N. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		

### Systems-Based Practice

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

**Unit (Module), 3.Andrology**

**A- Knowledge and understanding**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Male Infertility.</li> <li>• Ejaculatory disorders and Premature Ejaculation.</li> <li>• erectile dysfunction</li> </ul>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio</p>
<p><b>B. Mention the principles of</b></p> <ul style="list-style-type: none"> <li>• Epidemiology of bilharziasis in Egypt</li> <li>• Complications of renal failure, pathophysiology of priapism</li> <li>• The most common cause of acute retention in different age groups.               <ul style="list-style-type: none"> <li>• Male reproductive physiology.</li> <li>• Surgical management of male infertility.</li> <li>• Physiology of penile erection and pathophysiology of erectile dysfunction.</li> <li>• Evaluation and Non surgical management of erectile dysfunction.</li> <li>• Premature Ejaculation.</li> </ul> </li> </ul>		
<p>C. State update and evidence based Knowledge of :</p> <ul style="list-style-type: none"> <li>• Male Infertility.</li> <li>• Erectile dysfunction.</li> </ul>		

D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Andrology.		
E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the Andrology.		
F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Andrology.		
G. Mention the ethical and scientific principles of medical research methodology.		
H. State the impact of common health problems in the field of Urological emergency on the society and how good clinical practice improve these problems.		

### B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Andrology.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Andrology.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of Andrology		
D-Formulate management plans and alternative decisions in different situations in the field of the Andrology.		

### C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Random blood sugar</li> <li>-Kidney function tests</li> <li>-Urine analysis</li> <li>-TRUS</li> <li>-Semen analysis</li> <li>-Office testis</li> <li>-Testicular biopsy</li> <li>-Hormonal profile</li> <li>-Vasography</li> <li>-Scrotal US</li> <li>-Sperm function tests</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-Semen analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> </ul>	

<ul style="list-style-type: none"> <li>-Penile US with color Doppler</li> <li>-Cavernosography</li> <li>-Vasography</li> <li>-Office test</li> <li>-testicular biopsy</li> </ul>	<ul style="list-style-type: none"> <li>-Observation -</li> <li>Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <p>Abdominal US</p> <ul style="list-style-type: none"> <li>- Scrotal US</li> <li>-Testicular biopsy</li> </ul> <p>-Office test.</p> <ul style="list-style-type: none"> <li>- Testicular biopsy</li> <li>- Sperm aspiration</li> <li>- Varix ligation</li> <li>- Medical treatment of ED</li> <li>- Medical treatment of erectile dysfunction</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>Observation</li> <li>Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>- Testicular biopsy</li> <li>- Sperm aspiration</li> <li>- Vaso-vasostomy and epididymovasostomy</li> <li>- Varix ligation</li> <li>- TUR vero</li> <li>- Medical treatment of ED</li> <li>- Medical treatment of erectile dysfunction</li> <li>- Vacuum device for treatment of ED</li> <li>- intracorporeal injection for ED treatment</li> <li>- Penile prosthesis.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

- Vascular penile surgery.		
F. Carry out patient management plans for common conditions related to Andrology including <ul style="list-style-type: none"> <li>• Male subfertility.</li> <li>• Erectile dysfunction.</li> <li>• Ejaculatory dysfunction.</li> </ul>	- Clinical round with senior staff - Perform under supervision of senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to Andrology.		
H. Provide health care services aimed at preventing health problems related to Andrology like: <ul style="list-style-type: none"> <li>--Acute retention in old people</li> <li>-Obstructive anuria in solitary kidney patients</li> <li>-Priapism in patients with blood diseases</li> </ul>		
I. Provide patient-focused care in common conditions related to Andrology, while working with health care professionals, including those from other disciplines		
J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		

**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 (share in audit and risk management activities and use logbook).	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	- Case log - Observation and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>• Common problems of Andrology.</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>-Ultrasonography report</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>-Predisposing factors for acute retention.</li> <li>- Who that at risk of acute renal failure.</li> <li>-Drugs causing priapism and how to avoid them.</li> </ul>	-Perform under supervision of senior staff	

## Professionalism

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

## Systems-Based Practice

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

## Unit ( Module), 4.Genitourinary trauma

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Renal trauma</li> <li>• Ureteral trauma</li> <li>• Bladder trauma</li> <li>• Urethral trauma</li> <li>• Genital trauma</li> <li>• Mass casualty events, Triage and damage control.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial)                      -Clinical rounds seminars                      Clinical rotations                      -Service teaching</p>	<p>-OSCE at the end of each year                      -log book &amp; portfolio</p>
<p><b>B. Mention the principles of</b></p> <ul style="list-style-type: none"> <li>• Different types of pelvic fractures and their effect on bladder and urethral injuries</li> <li>• Motor car accidents and how these lead to genito-urinary trauma</li> <li>• congenital anomalies and their impact on the incidence of renal trauma.</li> </ul>		
<p>C. State update and evidence based Knowledge of the following diseases</p> <ul style="list-style-type: none"> <li>• Renal trauma</li> <li>• Bladder trauma</li> </ul>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Genitourinary trauma.</p>		
<p>E. Mention the basic ethical and medicolegal principles that should be applied in practice and are</p>		

relevant to the Genitourinary trauma.		
F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Genitourinary trauma.		
G. Mention the ethical and scientific principles of medical research methodology.		
H. State the impact of common health problems in the field of Genitourinary trauma on the society and how good clinical practice improve these problems.		

### **B- Intellectual outcomes**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Genitourinary trauma.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Genitourinary trauma.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of Genitourinary trauma.		
D-Formulate management plans and alternative decisions in different situations in the field of the Genitourinary trauma.		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Abdominal U.S.</li> <li>- KUB film</li> <li>- CT with pre and post contrast</li> <li>- Retrograde urethrocytography</li> <li>- Scrotal US</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-KUB</li> <li>-EXU</li> <li>-CT scan</li> <li>-RUG</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>- Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	

<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> <li>- Scrotal US</li> <li>-RUG</li> <li>-AURg</li> <li>- Urethral catheterization</li> <li>- Suprapubic tube insertion</li> <li>- Emergency PCN tube insertion</li> <li>- Repair of bladder tear</li> <li>- Scrotal exploration.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>- Urethral catheterization</li> <li>- Suprapubic tube insertion</li> <li>- Emergency PCN tube insertion</li> <li>- Repair of bladder tear</li> <li>- Scrotal exploration and surgical repair of scrotal and testicular injuries.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>F. Carry out patient management plans for common conditions related to genitourinary trauma including</p> <ul style="list-style-type: none"> <li>-Renal trauma.</li> <li>-Ureteral trauma.</li> <li>-Bladder trauma.</li> <li>-Urethral trauma.</li> </ul> <p>Scrotal and testicular trauma</p>	<ul style="list-style-type: none"> <li>- Clinical round with senior staff</li> <li>- Perform under supervision of senior staff</li> </ul>	
<p>G. Use information technology to support</p>		

<p>patient care decisions and patient education in common clinical situations related to Genitourinary trauma.</p>		
<p>H. Provide health care services aimed at preventing health problems related to Genitourinary trauma like: Bladder rupture during driving Ureteral injuries during gynecological and urological operations.</p>		
<p>I. Provide patient-focused care in common conditions related to A Genitourinary trauma , while working with health care professionals, including those from other disciplines</p>		
<p>J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)</p>		

## D-General Skills

### Practice-Based Learning and Improvement

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology (share in audit and risk management activities and use logbook).	<ul style="list-style-type: none"> <li>-Case log</li> <li>-Observation and supervision</li> <li>-Written &amp; oral communication</li> </ul>	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	<ul style="list-style-type: none"> <li>- Case log</li> <li>- Observation and supervision</li> <li>- Written &amp; oral communication</li> <li>- Journal clubs</li> <li>- Discussions in seminars and clinical rounds</li> </ul>	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	<ul style="list-style-type: none"> <li>-Clinical rounds</li> <li>-Senior staff experience</li> </ul>	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>• Common problems of Andrology .</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>- Descriptive reports for the types and effects of trauma</li> <li>- The intra-operative findings in medicolegal record sheets</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>- Patients with congenital anomalies that at risk for trauma.</li> </ul>	-Perform under supervision of senior staff	

## Professionalism

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

## Systems-Based Practice

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

**Unit ( Module) 5 Genitourinary infections**

**A-Knowledge and understanding**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Non specific infections of genitourinary tract.</li> <li>• Inflammatory condition of the male genitourinary tract including Prostatitis , Orchitis, and Epidydemitis</li> <li>• Painful Bladder Syndrome, Interstitial cystitis and related disorders.</li> <li>• Tuberculosis of genitourinary tract.</li> <li>• Fungal and Parasitic infestation of genitourinary tract especially bilharziasis.</li> <li>• Sexually transmitted diseases.</li> <li>• Urologic implication of AIDS and HIV infection.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio</p>
<p>B. Mention the principles of</p> <ul style="list-style-type: none"> <li>• Epidemiology of bilharziasis in Egypt,</li> <li>• pathogenesis of bilharzial lesions,</li> <li>• complications of sexually transmitted diseases,</li> <li>• pathogenesis of genitourinary tuberculosis.</li> </ul>		
<p>C. State update and evidence based Knowledge of the following diseases</p> <ul style="list-style-type: none"> <li>• Tuberculosis of genitourinary tract.</li> <li>• Parasitic infestation of genitourinary tract especially bilharziasis.</li> </ul>		

D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Genitourinary Infection.		
E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the Genitourinary Infection.		
F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Genitourinary Infection.		
G. Mention the ethical and scientific principles of medical research methodology.		
H. State the impact of common health problems in the field of Genitourinary Infection on the society and how good clinical practice improve these problems.		

### **B- Intellectual outcomes**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Genitourinary Infection.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Genitourinary Infection.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of Genitourinary Infection.		
D-Formulate management plans and alternative decisions in different situations in the field of the Genitourinary Infection.		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Urine culture and</li> <li>- TB culture</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>- Cystoscopy</li> <li>-Scrotal US</li> <li>-TRUS</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p>	<ul style="list-style-type: none"> <li>-Clinical round with</li> </ul>	

<ul style="list-style-type: none"> <li>-IVU</li> <li>-MRI</li> <li>-Scrotal US</li> <li>-Urine analysis.</li> <li>-Urine culture and sensitivity.</li> <li>-Blood culture.</li> <li>-Urethral smears.</li> </ul>	<p>senior staff</p> <ul style="list-style-type: none"> <li>-Observation -</li> <li>Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> <li>-TRUS</li> <li>-Cystoscopy and TUR biopsy</li> <li>- Percutaneous drainage of infected hydronephrosis.</li> <li>- Drainage of scrotal or testicular abscess.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>- Prescription of antibiotics</li> <li>- Drainage of peri-renal abscess</li> <li>- Drainage of scrotal abscess</li> <li>- Drainage of infected hydronephrosis</li> <li>- Nephrectomy for non functioning TB pyonephrosis</li> <li>- Augmentation ileocystoplasty for contracted bladder 2ndry to TB or Bilharziasis.</li> <li>- medical treatment for genitourinary tuberculosis.</li> <li>- medical treatment for non specific infections of the genitourinary tract..</li> <li>- medical treatment for parasitic infestation of the genitourinary tract.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>- Surgical evacuation of renal, perinephric, scrotal, and prostatic abscess.</li> </ul>		
<p>F. Carry out patient management plans for common conditions mentioned in A.A</p>	<ul style="list-style-type: none"> <li>- Clinical round with senior staff</li> <li>- Perform under supervision of senior staff</li> </ul>	
<p>G. Use information technology to support patient care decisions and patient education in common clinical situations related to Genitourinary Infection.</p>		
<p>H. Provide health care services aimed at preventing health problems related to Genitourinary Infection like:</p> <ul style="list-style-type: none"> <li>-Septicemia in patients with infected hydronephrosis</li> <li>-Transmission of infection to partner in sexually transmitted diseases.</li> <li>-Testicular abscess formation in patients with acute epididymo-orchitis</li> </ul>		
<p>I. Provide patient-focused care in common conditions related to Genitourinary Infection., while working with health care professionals, including those from other disciplines</p>		
<p>J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)</p>		

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

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Perform practice-based improvement activities using a systematic methodology (share in audit and risk management activities and use logbook).	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	- Case log - Observation and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>• Common problems of Genitourinary Infection</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>-Ultrasonography report</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>-Sexually transmitted diseases (implications, methods of transmission, shape of lesions, when and how to start treatment)</li> <li>-Public health measures to prevent spread of Bilharziasis</li> </ul>	-Perform under supervision of senior staff	

## Professionalism

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

## Systems-Based Practice

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

## Unit (Module), 6. Genitourinary tumours

### A- Knowledge and understanding

ILOs	Methods of teaching/ learning	of	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Non muscle invasive bladder cancer.</li> <li>• Muscle invasive and Metastatic bladder cancer</li> <li>• Renal tumors</li> <li>• Adrenal Gland tumors</li> <li>• Prostatic tumors.</li> <li>• Testicular cancer</li> </ul>	<p>-Didactic (lectures, seminars, tutorial)</p> <p>-Clinical rounds seminars Clinical rotations</p> <p>-Service teaching</p>		<p>-OSCE at the end of each year</p> <p>-log book &amp; portfolio</p>
<p>B. Mention the principles of</p> <ul style="list-style-type: none"> <li>• Molecular and cellular biology</li> <li>• Epidemiology of genito-urinary tumors, risk factors for bladder cancer, prostate cancer, RCC, testicular cancer and penile cancer,</li> <li>• Distribution of bladder cancer among bilharzial and non bilharzial patients</li> <li>• Precancerous lesions of the penis.</li> </ul>			
<p>C. State update and evidence based Knowledge of genitourinary:</p> <ul style="list-style-type: none"> <li>• Non muscle invasive bladder cancer.</li> <li>• Muscle invasive and Metastatic bladder cancer</li> <li>• Renal tumors</li> </ul>			
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Genitourinary tumor.</p>			
<p>E. Mention the basic ethical and medicolegal principles that should be applied in practice and are</p>			

relevant to the Genitourinary tumor.		
F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Genitourinary tumor.		
G. Mention the ethical and scientific principles of medical research methodology.		
H. State the impact of common health problems in the field of Genitourinary tumor on the society and how good clinical practice improve these problems.		

### **B- Intellectual outcomes**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Genitourinary tumor.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Genitourinary tumor.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of Genitourinary tumor.		
D-Formulate management plans and alternative decisions in different situations in the field of the Genitourinary tumor.		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Complete blood picture</li> <li>- Bleeding profile</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>- Cystoscopy and biopsy with bimanual evaluation under anesthesia</li> <li>-Urine cytology</li> <li>-PSA and various tumor markers.</li> <li>-TRUS and TRUS biopsy</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>-CT scan</li> <li>-Scrotal US</li> <li>-Testicular tumor serum markers.</li> </ul>		
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>- Cystoscopy and biopsy with bimanual evaluation under anesthesia</li> <li>-Urine cytology</li> <li>-PSA</li> <li>-TRUS and TRUS biopsy</li> <li>-CT scan</li> <li>-Scrotal US</li> <li>-Testicular tumor serum markers</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation - Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <p>Abdominal US</p>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>- Radical nephrectomy (open or laparoscopic).</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Perform</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>- Nephron sparing surgery</li> <li>- Nephroureterectomy</li> <li>- TURT</li> <li>- Radical cystectomy with suitable shunt ( Open or laparoscopic)</li> <li>- Radical prostatectomy</li> </ul>	<p>under supervision of senior staff</p>	
<p>F. Carry out patient management plans for</p> <ul style="list-style-type: none"> <li>•Renal cortical tumors.</li> <li>•Urothelial tumors of the upper urinary tract.</li> <li>•Bladder tumors.</li> <li>•Prostatic tumors.</li> <li>•Testicular tumors.</li> </ul>	<ul style="list-style-type: none"> <li>- Clinical round with senior staff</li> <li>- Perform under supervision of senior staff</li> </ul>	
<p>G. Use information technology to support patient care decisions and patient education in common clinical situations related to Genitourinary Infection.</p>		
<p>H .Provide health care services aimed at preventing health problems related to Genitourinary Infection like:</p> <ul style="list-style-type: none"> <li>--Addisonian crisis after adrenalectomy</li> <li>-Renal failure after radical nephrectomy</li> <li>-Metabolic complications after urinary diversion</li> <li>-TUR syndrome during TURP</li> <li>-Infertility after Orchidectomy and RPLND</li> <li>-Incontinence after radical prostatectomy</li> <li>-Recurrence after radical excision of the primary tumor</li> <li>- Tumor progression in patient under watchful waiting or surveillance</li> </ul>		
<p>I. Provide patient-focused care in common conditions related to Genitourinary tumors while</p>		

working with health care professionals, including those from other disciplines		
J. <b>Write</b> competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		

## 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 (share in audit and risk management activities and use logbook).	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	- Case log - Observation and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>• Common problems of Genitourinary tumors</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>--Ultrasonography report</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>- Cortisone replacement after adrenalectomy</li> <li>- Weighing benefit against risk of nephron sparing surgery specially in bilateral tumours</li> <li>- Fertility after orchidectomy</li> <li>- Different options for treatment of different stages of bladder cancer</li> <li>- Different types of supravescical shunts, advantages and disadvantages</li> </ul>	-Perform under supervision of senior staff	

## Professionalism

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

## Systems-Based Practice

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

**Unit (Module) 7 Pediatric urology**

**A-Knowledge and understanding**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Phimosis.</li> <li>• Cryptorchidism.</li> <li>• Hydrocele.</li> <li>• Hypospadias.</li> <li>• Congenital penile curvature.</li> <li>• Micropenis.</li> <li>• Daytime lower urinary tract condition.</li> <li>• Dilation of the upper urinary tract( UPJ and ureterovesical junction obstruction).</li> <li>• Vesicoureteral Reflux.</li> <li>• Urinary stone diseases.</li> <li>• Obstructive pathology of renal duplication (ureterocele and ectopic ureter)</li> <li>• Disorder of sex development.</li> <li>• Exstrophy-epispadias complex.</li> <li>• Posterior urethral valve.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial)                      -Clinical rounds seminars                      Clinical rotations                      -Service teaching</p>	<p>-OSCE at the end of each year                      -log book &amp; portfolio</p>
<p>B. Mention the principles of</p> <ul style="list-style-type: none"> <li>• Epidemiology of nocturnal enuresis, pathophysiology of upper urinary tract obstruction in children, epidemiology and pathophysiology of antenatal hydronephrosis , embryology and pathophysiology of hypospadias, bladder exstrophy,</li> </ul>		

cryptorchidism, ureteral duplication and urethroceles, genetic basis of sexual ambiguity		
C. State update and evidence based Knowledge of the following diseases <ul style="list-style-type: none"> <li>• Hydrocele.</li> <li>• Hypospadias.</li> <li>• Urinary stone diseases.</li> </ul>		
D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Pediatric Urology.		
E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the Pediatric Urology.		
F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of Pediatric Urology.		
G. Mention the ethical and scientific principles of medical research methodology.		
H. State the impact of common health problems in the field of Pediatric Urology on the society and how good clinical practice improve these problems.		

## B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Pediatric Urology.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Pediatric Urology.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of Pediatric Urology.		
D-Formulate management plans and alternative decisions in different situations in the field of the Pediatric Urology.		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Complete blood picture</li> <li>- Bleeding profile</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-VCUG</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>-CT scan</li> <li>- Cystsopy</li> <li>-Metabolic evaluation for recurrent urolithiasis</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>- Diagnostic laparoscopy with possibility of biopsy</li> <li>-Urodynamic studies</li> <li>-Radio-isotope scanning with radionuclide cystography</li> </ul>		
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> <li>-IVU</li> <li>-MRI</li> <li>-Radioisotope scanning</li> <li>-Urine analysis</li> <li>-CT</li> <li>-VCUG</li> <li>-Cystoscopy</li> <li>-TRUS and biopsy</li> <li>-AURG</li> <li>-Urodynamic study</li> <li>-Sinography and sinoscopy</li> <li>-Scrotal US</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation - Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> <li>-AURG</li> <li>- Dorsal meatotomy.</li> <li>-Orcholysis and orchopexy.</li> <li>-pyelolithotomy and nephrolithotomy</li> <li>-uretrolithotomy</li> <li>-Insertion of ureteric catheter and jj stents</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	

<ul style="list-style-type: none"> <li>-Percutaneous nephrostomy tube insertion</li> <li>- Varix ligation.</li> </ul>		
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>-Ureteric re-implantation with antireflux techniques</li> <li>-pyelolithotomy and nephrolithotomy</li> <li>-uretrolithotomy</li> <li>-Medical treatment of urolithiasis</li> <li>-Endoscopic valave ablation</li> <li>-Insertion of ureteric catheter and jj stents</li> <li>-Percutaneous nephrostomy tube insertion</li> <li>-Cutaneous vesicostomy or pyelostomy</li> <li>- Repair of bladder exstrophy</li> <li>- Repair of hypospadias and epispadias</li> <li>- Endoscopic injection of bulking agents</li> <li>-Pyeloplasty</li> <li>-Endoscopic endopeylotomy</li> <li>- Varix ligation</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>F. Carry out patient management plans for conmen problems mentioned in A.A</p>	<ul style="list-style-type: none"> <li>- Clinical round with senior staff</li> <li>- Perform under supervision of senior staff</li> </ul>	
<p>G. Use information technology to support patient care decisions and patient education in common clinical situations related to Pediatric Urology.</p>		
<p>H. Provide health care services aimed at preventing</p>		

<p>health problems related to Pediatric Urology:</p> <ul style="list-style-type: none"> <li>-Renal failure in children with hydronephrosis</li> <li>- Subfertility in children with cryptorchidism</li> <li>- Acute retention in children with phimosis</li> <li>-Undue circumcision in patients with hypospadias</li> <li>- Wrong gender assignment in intersex patients</li> </ul>		
I. Provide patient-focused care in common conditions related to Pediatric Urology , while working with health care professionals, including those from other disciplines		
J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		

## 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 (share in audit and risk management activities and use logbook).	<ul style="list-style-type: none"> <li>-Case log</li> <li>-Observation and supervision</li> <li>-Written &amp; oral communication</li> </ul>	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	<ul style="list-style-type: none"> <li>- Case log</li> <li>- Observation and supervision</li> <li>- Written &amp; oral communication</li> </ul>	--Log book & portfolio

	- Journal clubs - Discussions in seminars and clinical rounds	
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in • Common problems of Pediatric Urology		
K. Write a report -Ultrasonography report	-Senior staff experience	
L. Council patients and families about	-Perform under	

<ul style="list-style-type: none"> <li>- Antenatal follow-up of fetal hydronephrosis.</li> <li>-planning for the correct time for intervention for bladder exstrophy, epispadias, hypospadias, cryptorchidism</li> <li>-Gender assignment in cases of intersex</li> <li>-Role of parents in treatment of monosymptomatic nocturnal enuresis</li> <li>- The follow-up schedule for children with reflux</li> <li>- Assurance of parents with hypospadias and informing them not to circumcise their baby</li> </ul>	<p>supervision of senior staff</p>	
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### Professionalism

ILOs	Methods of teaching/ learning	Methods of Evaluation
M. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society	<ul style="list-style-type: none"> <li>-Observation &amp; supervision</li> <li>-Didactic</li> </ul>	<ul style="list-style-type: none"> <li>-Objective structured clinical examination</li> <li>-Patient survey</li> </ul>
N. Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices		<ul style="list-style-type: none"> <li>- 360o global rating</li> </ul>
O. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities		<ul style="list-style-type: none"> <li>-Objective structured clinical examination</li> <li>-360o global rating</li> </ul>

## Systems-Based Practice

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

**( Module) 8 Female urology and neurourology**

**A-Knowledge and understanding**

<b>ILOs</b>	<b>Methods of teaching/ learning</b>	<b>Methods of Evaluation</b>
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Stress urinary incontinence.</li> <li>• Overactive bladder.</li> <li>• Neuropathic bladder.</li> <li>• Female lower urinary tract fistulae.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial) -Clinical rounds seminars Clinical rotations -Service teaching</p>	<p>-OSCE at the end of each year -log book &amp; portfolio</p>
<p>B. Mention the principles of</p> <ul style="list-style-type: none"> <li>• Epidemiology of stress among women, the impact of parity on the prevalence of SUI, pathophysiology of SUI in multiparous women.</li> </ul>		
<p>C. State update and evidence based Knowledge of</p> <ul style="list-style-type: none"> <li>• Overactive bladder.</li> </ul>		
<p>D. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to female urology and neurourology.</p>		
<p>E. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the female urology and neurourology.</p>		
<p>F. Mention the basics and standards of quality assurance to ensure good clinical practice in the field of female urology and neurourology.</p>		
<p>G. Mention the ethical and scientific principles of medical research methodology.</p>		
<p>H. State the impact of common health problems in the field of female urology and neurourology on the society and how good clinical practice improve these problems.</p>		

## B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to female urology and neurourology.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to female urology and neurourology.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of female urology and neurourology.		
D-Formulate management plans and alternative decisions in different situations in the field of the female urology and neurourology.		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Obtain proper history and examine patients in caring and respectful behaviors.	-Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation	- Log book - Objective structure clinical examination (OSCE) - One MCQ examination

	-Direct observation	at the second half of the second year
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-- Urine analysis</li> <li>-Abdominal U.S.</li> <li>-KUB film and IVU</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>- Cystoscopy</li> <li>-Urodynamic studies</li> <li>-VCUG</li> <li>-Dye test and double dye test.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> <li>-IVU</li> <li>-MRI</li> <li>-Urine analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation -</li> <li>Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	

E. Prescribe the non invasive and invasive therapeutic procedures :	-Clinical round with senior staff -Perform under supervision of senior staff	- Procedure presentation - Log book - Chick list
F. Carry out patient management plans for common problems mentioned in A.A	- Clinical round with senior staff - Perform under supervision of senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to female urology and neurourology		
H. Provide health care services aimed at preventing health problems related to female urology and neurourology like:  -Upper tract deterioration in patients with neurogenic bladder  -Incontinence related life disturbances  - Erosion and mechanical complications of different tapes		
I. Provide patient-focused care in common conditions related to female urology and neurourology , while working with health care professionals, including those from other disciplines		
J. Write competently all forms of patient charts and sheets including reports evaluating these charts		

and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		
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**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 (share in audit and risk management activities and use logbook).	-Case log -Observation and supervision -Written & oral communication	--Log book & portfolio
B. Appraises evidence from scientific studies (journal club)	- Case log - Observation and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	-Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		
I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>• Common problems of Pediatric Urology</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>-Ultrasonography report</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>- The nature of SUI and its implication on the quality of life</li> <li>- - Different lines for treatment of SUI, advantages and complications of each type</li> </ul>	-Perform under supervision of senior staff	

## Professionalism

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

## Systems-Based Practice

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

## Unit (Module) 9 Renal failure and transplantation

### A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Describe the etiology, clinical picture, diagnosis and management of the following diseases and clinical conditions:</p> <ul style="list-style-type: none"> <li>• Acute renal failure.</li> <li>• Malignancy.</li> <li>• Chronic renal failure.</li> </ul>	<p>-Didactic (lectures, seminars, tutorial)                      -Clinical rounds seminars                      Clinical rotations                      -Service teaching</p>	<p>-OSCE at the end of each year                      -log book &amp; portfolio</p>
<p>B. Mention the principles of</p> <ul style="list-style-type: none"> <li>• Epidemiology of stress among women, the impact of parity on the prevalence of SUI, pathophysiology of SUI in multiparous women.</li> <li>• Renal transplantation.</li> <li>• Kidney donation.</li> <li>• Kidney recipient.</li> <li>• Transplantation technique.</li> <li>• Matching of donor and recipient.</li> <li>• Immunosuppression after kidney transplantation</li> <li>• Immunological complications.</li> <li>• Annual screening.</li> <li>• Graft and patient survival.</li> <li>• Pathogenesis of chronic renal failure.</li> </ul>		
<p>C. Memorize the facts and principles of the relevant basic and clinically supportive sciences related to Renal failure and transplant.</p>		
<p>D. Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the Renal failure and transplant.</p>		
<p>E. Mention the basics and standards of quality</p>		

assurance to ensure good clinical practice in the field of Renal failure and transplant.		
F. Mention the ethical and scientific principles of medical research methodology.		
G. State the impact of common health problems in the field of Renal failure and transplant on the society and how good clinical practice improve these problems.		

### **B- Intellectual outcomes**

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Correlates the facts of relevant basic and clinically supportive sciences with clinical reasoning, diagnosis and management of common diseases related to Renal failure and transplant.	-Clinical rounds -Senior staff experience	-Procedure & case presentation -log book & portfolio
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Renal failure and transplant.		
C. Design and /or present a case or review (through seminars/journal clubs.) in one or more of common clinical problems relevant to the field of female Renal failure and transplant.		
D-Formulate management plans and alternative decisions in different situations in the field of the Renal failure and transplant.		

## C- Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
<p>A. Obtain proper history and examine patients in caring and respectful behaviors.</p>	<ul style="list-style-type: none"> <li>-Didactic (lectures, seminars, tutorial)</li> <li>-Outpatient</li> <li>-Inpatient</li> <li>-Case presentation</li> <li>-Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>- Log book</li> <li>- Objective structure clinical examination (OSCE)</li> <li>- One MCQ examination at the second half of the second year</li> </ul>
<p>B. Order the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>- Urine analysis</li> <li>- Complete blood picture and random blood sugar</li> <li>- Bleeding profile</li> <li>-Abdominal U.S.</li> <li>-KUB film</li> <li>-Kidney function tests (Blood urea and serum creatinin) measurement</li> <li>- MRI</li> <li>- Cystoscopy</li> <li>-Serum electrolytes and blood gases</li> <li>-TRUS and TRUS biopsy</li> <li>-Urodynamic studies</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation</li> <li>-Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>

<ul style="list-style-type: none"> <li>-Radio-isotope scanning</li> <li>-Angiography</li> <li>- Cross matching with the donor and recipient</li> <li>-Tissue typing</li> </ul>		
<p>C. Interpret the following non invasive and invasive diagnostic procedures</p> <ul style="list-style-type: none"> <li>--Kidney function tests</li> <li>-Serum electrolytes</li> <li>- Angiography</li> <li>-MRI</li> <li>-Radioisotope scanning</li> <li>-Urine analysis</li> <li>-Tissue typing</li> <li>-Cross matching tests</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation - Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>D. Perform the following non invasive and invasive diagnostic and therapeutic procedures</p> <ul style="list-style-type: none"> <li>-Abdominal US</li> <li>-Cystoscopy</li> <li>-Catheter fixation in bilateral reflux</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Observation Post graduate teaching</li> <li>-Hand on workshops</li> </ul>	
<p>E. Prescribe the following non invasive and invasive therapeutic procedures :</p> <ul style="list-style-type: none"> <li>-PCN insertion</li> <li>- JJ or stent or ureteric catheter insertion</li> <li>- Dialysis</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical round with senior staff</li> <li>-Perform under supervision of senior staff</li> </ul>	<ul style="list-style-type: none"> <li>- Procedure presentation</li> <li>- Log book</li> <li>- Chick list</li> </ul>
<p>F. Carry out patient management plans for common problems mentioned in A.A</p>	<ul style="list-style-type: none"> <li>- Clinical round with</li> </ul>	

	senior staff - Perform under supervision of senior staff	
G. Use information technology to support patient care decisions and patient education in common clinical situations related to Renal failure and transplant		
H. Provide health care services aimed at preventing health problems related to Renal failure and transplant like:  -Uremia complications -Graft rejection in patients with transplantation - Graft dysfunction after transplantation		
I. Provide patient-focused care in common conditions related to Renal failure and transplant , while working with health care professionals, including those from other disciplines		
J. Write competently all forms of patient charts and sheets including reports evaluating these charts and sheets.( Write a consultation note, Inform patients of a diagnosis and therapeutic plan, completing and maintaining medical records)		

## 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 (share in audit and risk management activities and use logbook).	-Case log -Observation and supervision -Written & oral	--Log book & portfolio

	communication	
B. Appraises evidence from scientific studies (journal club)	- Case log - Observation and supervision - Written & oral communication - Journal clubs - Discussions in seminars and clinical rounds	--Log book & portfolio
C. Conduct epidemiological Studies and surveys.		
D. Perform data management including data entry and analysis using information technology to manage information, access on-line medical information; and support their own education		
E. Facilitate learning of junior students and other health care professionals including their evaluation and assessment.	-Clinical rounds -Senior staff experience	

## Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Maintain therapeutic and ethically sound relationship with patients.	Observation & supervision -Didactic	Simulation Record review (report)
G. Elicit information using effective nonverbal, explanatory, questioning, and writing skills.		
H. Provide information using effective nonverbal, explanatory, questioning, and writing skills.		

I. Work effectively with others as a member of a health care team or other professional group.		
J. Present a case in <ul style="list-style-type: none"> <li>• Common problems of Pediatric Urology</li> </ul>		
K. Write a report <ul style="list-style-type: none"> <li>-Ultrasonography report</li> <li>- -Cystoscopy report</li> </ul>	-Senior staff experience	
L. Council patients and families about <ul style="list-style-type: none"> <li>-Predisposing factors for Renal failure</li> <li>- Who that at risk of acute or chronic renal failure.</li> <li>- Hazards of uremia</li> <li>- - Best selection criteria for donor transplantation</li> </ul>	-Perform under supervision of senior staff	

### Professionalism

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

## Systems-Based Practice

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

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

**Time Schedule: Second part**

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
<b>Unit 1 Urologic emergencies</b>				
<b>Section 1: Obstructive anuria</b>	A-H	A-D	A-J	A-R
1. Etiology of obstructive anuria	A,B	A-D	-	A-F
2. Clinical picture of obstructive anuria	A,B	A-D	A	-
3. Investigations of obstructive anuria	A,B	A-D	A-C,E	A,C,K,L
4. Treatment of obstructive anuria	A,B,H	A-D	B-J	A-F
<b>Section 2: Acute retention of urine</b>	A-H	A-D	A-J	A-R
1. Cause of acute retention of urine	A,B	A-D	-	A-F
2. Diagnosis and D.D. of acute retention of urine	A,B	A-D	A-E	A,C,K,L
3. Treatment of acute retention	A,B,H	A-D	B-J	A-F
<b>Section 3: Infected hydronephrosis</b>	A-H	A-D	A-J	A-R
1. Aetiology of infected hydronephrosis	A,B	A-D	-	A,F
• Diagnosis of hydronephrosis	A,B	A-D	<b>A-E</b>	-
• Investigations of infected hydronephrosis	A,B	A-D	<b>A-C,E</b>	A,C,K,L
• Treatment of Infected	A,B,H	A-D	<b>B-J</b>	A-F

hydronephrosis				
Section 4 : Hematuria	A-H	A-D	<b>A-J</b>	A-R
• Different etiological categories of hematuria	A,B	A-D	-	A,F
• Diagnostic approach for a case with hematuria	A,B	A-D	<b>A</b>	-
• Investigations for a case with hematuria	A,B	A-D	<b>A-C,E</b>	A,C,K,L
• Treatment of hematuria (different lines of management)	A,B,H	A-D	<b>B-J</b>	A-F
Section 5: priapism and fracture penis	A-H	A-D	<b>A-J</b>	A-R
A. Priapism	A,B	A-D	<b>A-J</b>	A-R
• Different etiological types of priapism	A,B,H	A-D	-	A,F
• Diagnosis and clinical picture of priapism	A,B,C,H	A-D	<b>A</b>	-
• Investigations of a case of priapism	A,B,	A-D	<b>A-C,E</b>	A,C,K,L
• Treatment of priapism	A,B,H	A-D	<b>B-J</b>	A-F
B. Fracture penis			<b>A-J</b>	A-R
• Etiology of fracture penis	A,B,H	A-D	-	A,F
• Clinical presentation of fracture penis	A,B,H	A-D	<b>A</b>	-
• Surgical treatment of fracture penis	A,B	A-D	<b>B-J</b>	A-F
Section 5: Testicular torsion	A-H	A-D	<b>A-J</b>	A-R
• Causes of acute scrotum	A,B	A-D	-	A-F
• Differential diagnosis of acute scrotum	A,B	A-D	<b>A</b>	-
• Pathophysiology of testicular torsion	A,B,H	A-D	<b>B-J</b>	A-G,H-P
• Investigations of acute scrotum	A,B,H	A-D	<b>A-C,E</b>	A,C,K,L

• Treatment of different causes of acute scrotum	A,B,H	A-D	<b>B-J</b>	A-F
<b>Unit 2 Obstructive Uropathy and Urolithiasis</b>				
<b>Section 1: Renovascular hypertension</b>	A-H	A-D	A-J	A-Q
• Pathophysiology of renal hypertension	A,B	A-D	-	-
• Diagnosis of renal hypertension	A,B	A-D	A-C,E	A,C,D
• Investigations of renal hypertension	A,B	A-D	A-C,E-J	A,C,D
• Complications of renal hypertension	A-C	A-D	-	-
• Treatment of renal hypertension	A-C,G,H	A-D	D-J	F-K
<b>Section 2: Pathophysiology of upper tract obstruction</b>	A,B	A-D	-	-
Causes of obstruction	A	A-D	<b>A</b>	M
Kidney response to obstruction	A-C	A-D	-	-
<b>Section 3: Management of upper urinary tract obstruction</b>	A-B	A-D	D-J	F-K
• Diagnosis of upper tract obstruction	A-B	A-D	D-J	A,C,D
• Endoscopic treatment of upper tract obstruction	B	A-D	D-J	F-K
• Surgical treatment of upper tract obstruction	B	A-D	D-J	A-K
<b>Section 3: BPH</b>	A-H	A-D	A-J	
• Pathophysiology of BPH	A,B	A-D	-	-
• Clinical picture and symptom score index	A,B	A-D	A-C,E	A,C,D
• Investigations of BPH	A,B	A-D	A-C,E-J	A,C,D

• D.D. from other causes of infravesical obstruction	A,B	A-D	A-C	A,C,D
• Medical treatment of BPH	A-C,G,H	A-D	D-J	F-K
• Endoscopic and surgical treatment of BPH	A-C,G,H	A-D	D-J	F-K
<b>Section 3: Urolithiasis</b>	A-H	A-D	A-J	A-Q
• Etiology, Epidemiology and pathogenesis of urolithiasis	A,B	A-D	-	-
• Evaluation and medical management of urolithiasis	A,B	A-D	D-J	A,C,D
• Surgical treatment of upper urinary tract calculi	A-C	A-D	D-J	F-K
• Ureteroscopy and retrograde ureteral access	A-C	A-D	D-J	-
• Percutaneous management of upper urinary tract pathology	A-C	A-D	D-J	-
<b>Unit 3 Andrology</b>				
<b>Section 1: Male infertility</b>	A-H	A-D	A-I	A-R
• Male reproductive physiology	A-B	A-D	-	-
• Evaluation of male infertility	A-C	A-D	A-C,E-I	A-L
• Surgical management of male infertility	C-H	A-D	D-I	P-R
<b>Section 2: Erectile dysfunction</b>	A-H	A-D	A-I	A-R
• Pathophysiology of E.D.	A,B	A-D	-	-
• Evaluation and non surgical treatment of E.D	A,-C	A-D	A-C,E-I	A-L
• Prosthetic surgery for E.D.	C-H	A-D	D-I	P-R
• Vascular surgery E.D.	C-H	A-D	D-I	P-R
<b>Section 3 : Ejaculatory disorders</b>	A-H	A-D	A-I	A-R

• Management of ejaculatory disorders	C-H	A-D	A-I	P-R
Section 4 : peyronie's disease	A-H	A-D	A-I	A-R
• Pathophysiology and epidemiology of peyronie's disease	A,B	A-D	-	-
• Diagnosis peyronie's disease	A-C	A-D	A-C,E-I	A-L
• Treatment peyronie's disease	C-H	A-D	D-I	P-R
<b>Section 5 : Female sexual dysfunction</b>	A-H	A-D	A-I	A-R
• Epidemiology and pathophysiology female S.D.	A,B	A-D	-	-
• Diagnosis of female S.D.	A-C	A-D	A-C,E-I	A-L
• Treatment of female S.D.	C-H	A-D	D-I	P-R
<b>Unit 4 Genitourinary trauma</b>				
<b>Section 1: Renal trauma</b>	A-H	A-D	A-J	A-R
• Pathology of renal trauma	A,B	A-D	-	A-R
• Diagnosis of renal trauma	A-C	A-D	A-E	A-R
• Treatment of renal trauma	D-H	A-D	F-J	A-R
<b>Section 2: Ureteral trauma</b>	A-H	A-D	A-J	A-R
• Pathology of ureteral trauma	A,B	A-D	-	A-R
• Diagnosis of ureteral trauma	A-C	A-D	A-E	A-R
• Treatment of ureteral trauma	D-H	A-D	F-J	A-R
<b>Section 3: Bladder trauma</b>	A-H	A-D	A-J	A-R
• Pathology of bladder trauma	A,B	A-D	-	A-R
• Diagnosis of bladder	A-C	A-D	A-E	A-R

trauma				
• Treatment of bladder trauma	D-H	A-D	F-J	A-R
<b>Section 4: Urethral trauma</b>	A-H	A-D	A-J	A-R
• Pathology of urethral trauma	A,B	A-D	-	A-R
• Diagnosis of urethral trauma	A-C	A-D	A-E	A-R
• Treatment of urethral trauma	D-H	A-D	F-J	A-R
<b>Section 5: Genital trauma</b>	A-H	A-D	A-J	A-R
• Pathology of genital trauma	A,B	A-D	-	A-R
• Diagnosis of genital trauma	A-C	A-D	A-E	A-R
• Treatment of genital trauma	D-H	A-D	F-J	A-R
<b>Unit 5 Genitourinary infection</b>				
<b>Section 1: Non specific infection of GUT</b>	A-H	A-D	A-J	A-R
• Pathophysiology and risk factors	A,B	A-D	-	-
• Diagnosis of non specific infection	A-C	A-D	A-C	A-F
• Treatment	C-H	A-D	D-J	G-R
<b>Section 2: Inflammatory conditions of the male GUT</b>	A-H	A-D	A-J	A-R
• Pathophysiology and risk factors	A,B	A-D	-	-
• Diagnosis of non specific infection	A-C	A-D	A-C	A-F
• Treatment	AC-H	A-D	D-J	G-R
<b>Section 3: painful bladder syndromes</b>	A-H	A-D	A-J	A-R
• Pathophysiology and risk	A,B	A-D	-	-

factors				
• Diagnosis of painful bladder syndrome	A-C	A-D	A-C	A-F
• Treatment	C-H	A-D	D-J	G-R
<b>Section 4 : T.B. of genito-urinary tract</b>	A-H	A-D	A-J	A-R
• Pathophysiology of genito-urinary tract	A,B	A-D	-	-
• Diagnosis of genito-urinary T.B.	A-C	A-D	A-C	A-F
• Treatment of genito-urinary T.B.	C-H	A-D	D-J	G-R
<b>Section 5 : Bilharziasis of genito-urinary tract</b>	A-H	A-D	A-J	A-R
• Pathophysiology of genito-urinary tract Bilharziasis	A,B	A-D	-	-
• Diagnosis of of genito-urinary	A-C	A-D	A-C	A-F
• Treatment of genito – urinary Bilharziasis	C-H	A-D	D-J	G-R
<b>Section 6 : Sexually transmitted diseases</b>	A-H	A-D	A-J	A-R
• Pathophysiology of Sexually transmitted diseases	A,B	A-D	-	-
• Diagnosis of Sexually transmitted diseases	A-C	A-D	A-C	A-F
• Treatment of Sexually transmitted diseases	C-H	A-D	D-J	G-R
<b>Unit 6 Genitourinary tumours</b>				
<b>Section 1 : Molecular Biology</b>	A-H	A-D	-	A-R
• Stages of the cell cycle	A,B	A-D	-	-
• Cell division and tumor suppression proteins	A,B	A-D	-	-

<b>Section 2: Non muscle invasive bladder cancer</b>	A-H	A-D	A-J	A-R
• Aetiology and risk factors	A,B	A-D	A	A-E
• Pathology of NMIBC	A	A-D	A	-
• Diagnosis of NMIBC	A-C	A-D	A-C,E-J	A-E,M-O
• Treatment of NMIBC	D-H	A-D	D-J	F-L
<b>Section 3: Muscle invasive bladder cancer</b>	A-H	A-D	A-J	A-R
• Aetiology and risk factors	A,B	A-D	A	A-E
• Pathology of MIBC	A,B	A-D	A	-
• Diagnosis of MIBC	A,B,C	A-D	A-C,E-J	A-E,M-O
• Treatment of MIBC	D,H	A-D	D-J	F-L
<b>Section 4 : Renal Tumors</b>	A-H	A-D	A-J	A-R
• Aetiology and risk factors	A,B	A-D	A	A-E
• Types of renal tumors	A	A-D	<b>A</b>	A
• Pathology of Renal tumors	A,B	A-D	<b>A</b>	-
• Diagnosis of renal tumors	A,B,C	A-D	A-C,E-J	A-E,M-O
• Surgical treatment of renal tumors	D-H	A-D	D-J	F-L
• Non surgical treatment of renal tumors	D-H	A-D	D-J	F-L
<b>Section 5 : Testicular tumors</b>	A-H	A-D	A-J	A-R
• Pathology of Testicular tumors	A,B	A-D	<b>A</b>	-
• Diagnosis of testicular tumors	A,B,C	A-D	A-C,E-J	A-E,M-O
• Investigations of testicular tumors	A,B,C	A-D	A-C	F-L
• Surgical and non surgical treatment of testicular tumors	D-H	A-D	D-J	F-L
<b>Section 6: Penile cancer</b>	A-H	A-D	A-J	A-R
• Pathology of Penile cancer	A,B	A-D	<b>A</b>	-

• Diagnosis of penile cancer	A,B,C	A-D	A-C,E-J	A-E,M-O
• Investigations of penile cancer	A,B,C	A-D	A-C	A-E
• Surgical treatment of penile cancer	D-H	A-D	D-J	F-L
<b>Unit 7 Pediatric urology</b>				
<b>Section 1: Voiding dysfunction</b>	A-H	A-D	A-J	A-R
• Pathophysiology of Voiding dysfunction	A,B	A-D	-	-
• Clinical types of voiding dysfunction (N.E., Neurogenic bladder, day time lower UT conditions)	A,B,D-H	A-D	A	-
• Investigations of voiding dysfunction	A-C	A-D	B,C,E-G	A-E
• Management of voiding dysfunction	C-H	A-D	B-J	F-R
<b>Section 2 : Urinary tract infection</b>	A-H	A-D	A-J	A-R
• Pathophysiology of UTI	A,B	A-D	-	-
• Clinical picture of UTI	A,B,D-H	A-D	A	A-E
• Investigations of UTI	A-C	A-D	B,C,E-G	A-E
• Management of UTI	C-H	A-D	B-J	F-R
<b>Section 3 : Pediatric hydronephrosis</b>	A-H	A-D	A-J	A-R
• Aetiology of pediatric hydronephrosis	A,B	A-D	<b>A</b>	A
• Pathology of pediatric hydronephrosis and UT obstruction	A,B	A-D	-	-
• Diagnosis of pediatric hydronephrosis	A,B,D-H	A-D	B,C,E-G	A-E
• Investigations of pediatric hydronephrosis	A-C	A-D	B,C,E-G	A-E

• Treatment of different types of pediatric hydronephrosis	C-H	A-D	B-J	F-R
<b>Section 4 : Urinary stone disease</b>	A-H	A-D	A-J	A-R
Aetiology of pediatric urolithiasis	A,B	A-D	<b>A</b>	A
• Clinical picture of pediatric urolithiasis	A,B,D-H	A-D	A	A-E
• Investigations of pediatric urolithiasis	A-C	A-D	B,C,E-G	A-E
• Management of pediatric urolithiasis	C-H	A-D	B-J	F-R
<b>Section 5 : Exstrophy-epispadias complex</b>	A-H	A-D	A-J	A-R
• Classification of Exstrophy-epispadias complex	A	A-D	-	-
• Pathology of Exstrophy-epispadias complex	A,B	A-D	-	-
• Investigations Exstrophy-epispadias complex	A-C	A-D	B,C,E-G	A-E
• Surgical treatment of Exstrophy-epispadias complex	C-H	A-D	B-J	F-R
<b>Section 6 : Hypospadias</b>	A-H	A-D	A-J	A-R
• Classification of hypospadias	A	A-D	-	-
• Pathology of hypospadias	A,B	A-D	-	-
• Investigations of hypospadias	A-C	A-D	B,C,E-G	A-E
• Surgical treatment of hypospadias	C-H	A-D	B-J	F-R
<b>Section 7 : Disorders of testis and scrotum ( Cryptorchidism , hydroceles, varicocele)</b>	A-H	A-D	A-J	A-R
<b>A- Cryptorchidism:</b>	A-H	A-D	A-J	A-R

• Classification of cryptorchidism	A	A-D	-	-
• Pathology of cryptorchidism	A,B	A-D	-	-
• Investigations of cryptorchidism	A-C	A-D	B,C,E-G	A-E
• Surgical treatment of cryptorchidism	C-H	A-D	B-J	F-R
<b>B- Varicocele:</b>	A-H	A-D	A-J	A-R
• Aetiology of adolescent varicocele	A	A-D	<b>A</b>	<b>A</b>
• Pathology of varicocele	A,B	A-D	-	-
• Diagnosis of varicocele	A,B,D-H	A-D	B,C,E-G	A-E
• Treatment of varicocele	C-H	A-D	B-J	F-R
<b>C- Hydroceles:</b>	A-H	A-D	A-J	A-R
• Types of hydroceles	A	A-D	-	-
• Pathology hydrocele	A,B	A-D	-	-
• Diagnosis of hydrocele	A,B,D-H	A-D	B,C,E-G	A-E
• Treatment of hydrocele	C-H	A-D	B-J	F-R
<b>Section 8: Disorders of the penis (micropenis, phimosis, curvature)</b>	A-H	A-D	A-J	A-R
• Pathology of penile disorders	A,B	A-D	-	-
• Clinical picture of penile disorders	A,B	A-D	<b>A</b>	<b>A-E</b>
• Surgical treatment of penile disorders	C-H	A-D	B-J	F-R
<b>Section 9 : Disorders of sex development</b>	A-H	A-D	A-J	A-R
• Classification of disorders of sex development	A	A-D	-	-
• Diagnosis of different types of intersex	A,B,D-H	A-D	B,C,E-G	-
• Investigations of intersex	A-C	A-D	B,C,E-G	A-E

• Surgical correction of intersex	C-H	A-D	B-J	F-R
<b>Unit 8 female urology and neuro-urology</b>				
<b>Section 1 : Stress urinary incontinence</b>	A-H	A-D	A-J	A-R
• Epidemiology of SUI	A,B		<b>A</b>	-
• Pathological anatomy of SUI	A	A-D	-	-
• Diagnosis and D.D. of SUI	A-F	A-D	A-C,E-G	A-E
• Investigations of SUI	A-G	A-D	A-C	A-E
• Surgical and non surgical treatment of SUI	A,H	A-D	D,F-J	F-R
<b>Section 2 : Overactive bladder</b>	A-H	A-D	A-J	A-R
• Epidemiology of overactive bladder	A,B	A-D	<b>A</b>	-
• Pathophysiology overactive bladder	A	A-D	-	-
• Diagnosis and D.D. of over active bladder	A-F	A-D	A-C,E-G	A-E
• Investigations of overactive bladder	A-G	A-D	A-C	A-E
• Surgical and non surgical treatment of overactive bladder	A,H	A-D	D,F-J	F-R
<b>Section 3 : Neuropathic bladder</b>	A-H	A-D	A-J	A-R
• Classifications of neuropathic bladder	A,B	A-D	-	-
• Pathophysiology of neuropathic bladder	A,B	A-D	-	-
• Diagnosis of neuropathic bladder	A-F	A-D	A-C,E-G	A-E
• Investigations of neuropathic bladder	A-G	A-D	A-C,E-G	A-E

• Treatment of neuropathic bladder	A,H	A-D	D,F-J	F-R
<b>Section 4: female lower urinary tract fistulae</b>	A-H	A-D	A-J	A-R
• Classification of fistulae	A	A-D	-	-
• Pathology of female fistulae	A,B	A-D	-	-
• Diagnosis of fistulae	A-F	A-D	A-C,E-G	A-E
• Treatment of fistulae	A,H	A-D	D,F-J	F-R
<b>Unit 9 Renal failure and transplantation</b>				
<b>Section 1: Acute renal failure</b>	A-I	A-I	A-K	A-P
• Aetiology and pathogenesis of acute renal failure	A,B	D,E,G,I	-	A-P
• Diagnosis of acute renal failure	A-I	D,E,G,I	A-K	A-P
• Management of acute renal failure	C-I	D,E,G,I	A-K	A-P
<b>Section 2 : Chronic renal failure</b>	A-I	A-I	A-K	A-P
• Aetiology and pathogenesis of chronic renal failure	A,B	D,E,G,I	-	A-P
• Diagnosis of chronic renal failure	A-I	D,E,G,I	A-K	A-P
• Management of chronic renal failure	C-I	D,E,G,I	A-K	A-P
<b>Section 3 : Renal transplantation</b>	A-I	A-I	A-K	A-P
• Preoperative evaluation of the donor	A-I	D,E,G,I	A-K	A-P
• Preoperative evaluation of the recipient	A-I	D,E,G,I	A-K	A-P
• Kidney donation	A	A-I	A-E,G-K	A-P
• Transplantation techniques	C-I	A-I	A-E,G-K	A-P

• Surgical complications	C-I	A-I	A-E,G-K	A-P
• Postoperative immunosuppression	A-I	A-I	A-E,G-K	A-P
• Immunological complications	C-I	A-I	A-E,G-K	A-P
• Annual screening	C-I	A-I	A-E,G-K	A-P
• Graft survival	A-I	A-I	A-E,G-K	

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

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

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

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

## 7. Course assessment methods:

### i. Assessment tools: 1. Oral examination

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

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  
Principles of urology Book by Staff Members of the  
Department of urology Diseases-Assiut University

### ii. Essential books

- Smith's general urology 19<sup>th</sup> edition, 2020
- European association of urology guidelines 2022

### iii. Recommended books

- Campbell Text book of Urology 12<sup>th</sup> edition 2020

- complications of urologic surgery 5<sup>th</sup> edition, 2017
- iv. Periodicals, Web sites, ... etc**
- Journal of urology.
  - Urology.
  - European urology.
  - Urologic clinics of North America
  - AUA guide lines 2009, 2010
  - British journal of urology.
  - AUA updated series

**9. Signatures**

<b>Program coordinator:</b>	<b>Signature:</b>
Dr. Ahmed Abdelhamid Metwally	Dr. Ahmed Abdelhamid Metwally
Prof. Ahmad Mohamad Abdelaziz	Prof. Ahmad Mohamad Abdelaziz
<b>Program academic director:</b>	
Prof. Alaa Ezzat	Prof. Alaa Ezzat
<b>Date:</b>	

## **ANNEX 2**

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

### *1- Graduate attributes for master degree in Urology*

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

**1-** Have the capability to be a scholar, understanding and applying basics, methods and tools of scientific research and clinical audit *in Urology*.

**2-** Appraise and utilise scientific knowledge to continuously update and improve clinical practice in related speciality.

**3-** Acquire sufficient medical knowledge in the basic biomedical, clinical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care in the field of *Urology*.

**4-** Provide patient care that is appropriate, effective and compassionate for dealing with common health problems and health promotion using evidence-based and updated information.

**5-** Identify and share to solve health problems in his speciality.

**6-** Acquire all competencies –including the use of recent technologies- that enable him to provide safe, scientific, and ethical and evidence based clinical care including update use of new technology in *Urology*.

**7-** Demonstrate interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public.

**8-** Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.

**9-** Acquire decision making capabilities in different situations related to *Urology*.

**10-** Show responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.

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

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

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

## ***2- Competency based Standards for clinical master degree graduates***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **2.3- Clinical skills**

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

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

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

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

### **2.4- General skills**

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

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

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

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

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

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

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

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

**2-4-E**- Demonstrate professionalism behaviors, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

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

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

**2-4-g-** Demonstrate skills of effective time management.

**2-4-H-** Demonstrate skills of self and continuous learning.

# Annex 3, Methods of teaching/learning

**Annex 3, Methods of teaching/learning**

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

### **Teaching methods for knowledge**

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

### **Teaching methods for patient care**

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

### **Teaching methods for other skills**

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

# Annex 4, Assessment methods

**Annex 4, ILOs evaluation methods for Master Degree students.**

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

#### **Annex 4, Glossary of Master Degree doctors assessment methods**

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

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

# Annex 5, Program evaluation tools

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

# Annex 6, Program Correlations:

مصنوفة توافق المعايير القومية القياسية العامة لبرامج الماجستير مع المعايير  
الأكاديمية المعتمدة من كلية الطب □ جامعة أسيوط لدرجة الماجستير في المسالك  
البولية

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

### 1- Graduate attributes

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

<p>7- Demonstrate interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public.</p> <p>8- Function as supervisor, and trainer in relation to colleagues, medical students and other health professions.</p>	<p>7-التواصل بفاعلية و القدرة على قيادة فرق العمل</p>
<p>9- Acquire decision making capabilities in different situations related to <i>Urology</i>.</p>	<p>8-اتخاذ القرار في سياقات مهنية مختلفة</p>
<p>10- Show responsiveness to the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, practice of cost-effective health care, health economics, and resource allocations.</p>	<p>9- توظيف الموارد المتاحة بما يحقق أعلى استفادة و الحفاظ عليها</p>
<p>11- Be aware of public health and health policy issues and share in system-based improvement of health care.</p>	<p>10-إظهار الوعي بدوره في تنمية المجتمع و الحفاظ على البيئة في ضوء المتغيرات العالمية و الإقليمية</p>
<p>12- Show appropriate attitudes and professionalism.</p>	<p>11-التصرف بما يعكس الالتزام بالنزاهة و المصداقية و الالتزام بقواعد المهنة</p>
<p>13- Demonstrate skills of lifelong learning and maintenance of competence and ability for continuous medical education and learning in subsequent stages in <i>Urology</i>.or one of its subspecialties.</p>	<p>12-تنمية ذاته أكاديميا و مهنيا و قادرا علي التعلم المستمر</p>

## 2. Academic standard

Faculty ARS	NAQAAE General ARS for Postgraduate Programs
2.1.A -Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problems and topics.	2-1-1-أ-النظريات و الأساسيات المتعلقة بمجال التعلم وكذا في المجالات ذات العلاقة.
2.1.B- The relation between good clinical care of common health problems in <i>Urology</i> and the welfare of society.	2-1-1-ب-التأثير المتبادل بين الممارسة المهنية وانعكاسها علي البيئة.
2.1. C- Up to date and recent developments in common problems related to <i>Urology</i> ..	2-1-1-ج-التطورات العلمية في مجال التخصص.
2.1. D- Ethical and medicolegal principles relevant to practice in the <i>Urology</i> ..	2-1-1-د-المبادئ الأخلاقية و القانونية للممارسة المهنية في مجال التخصص.
2.1. E-Quality assurance principles related to the good medical practice in <i>Urology</i> .	2-1-1-هـ- مبادئ و أساسيات الجودة في الممارسة المهنية في مجال التخصص
2.1. F- Ethical and scientific basics of medical research.	2-1-1-و- أساسيات وأخلاقيات البحث العلمي
2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Urology</i> .	2-2-1-أ- تحليل و تقييم المعلومات في مجال التخصص والقياس عليها لحل المشاكل
2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Urology</i> ..	

<p>2.2. B- Problem solving skills based on data analysis and evaluation (even in the absence of some) for common clinical situations related to <i>Urology</i>.</p>	<p>2-2-ب- حل المشاكل المتخصصة مع عدم توافر بعض المعطيات</p>
<p>2.2. A-Correlation of different relevant sciences in the problem solving and management of common diseases of <i>Urology</i>.</p>	<p>2-2-ج- الربط بين المعارف المختلفة لحل المشاكل المهنية</p>
<p>2.2. C- Demonstrating systematic approach in studying clinical problems relevant to the <i>Urology</i>.</p>	<p>2-2-د- إجراء دراسة بحثية و /أو كتابة دراسة علمية منهجية حول مشكلة بحثية</p>
<p>2.4.A-Demonstrate practice-based learning and Improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p>	<p>2-2-هـ- تقييم المخاطر في الممارسات المهنية في مجال التخصص</p>
<p>2.4.A-Demonstrate practice-based learning and Improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management</p>	<p>2-2-و- التخطيط لتطوير الأداء في مجال التخصص</p>
<p>2.2.D- Making alternative decisions in different situations in the field of <i>Urology</i>.</p>	<p>2-2-ز- اتخاذ القرارات المهنية في سياقات مهنية متنوعة</p>
<p>2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health</p>	<p>2-3-أ- إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص</p>

2.3.B- Demonstrate patient care skills relevant to <i>Urology</i> for patients with common diseases and problems.	
2.3.C- Write and evaluate reports for Situation related to <i>Urology</i> ..	2-3-2-ب- كتابة و تقييم التقارير المهنية
2.3.A- provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. 2.3.B- Demonstrate patient care skills relevant to that speciality for patients with common diseases and problems.	2-3-2-ج- تقييم الطرق و الأدوات القائمة في مجال التخصص
2.4.D- Demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and other health professionals.	2-4-2-أ- التواصل الفعال بأنواعه المختلفة
2.4.A-Demonstrate practice-based learning and improvement skills investigation that involves and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management 2.4.B- Use all information sources and technology to improve his practice.	2-4-2-ب- استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية
2.4.A-Demonstrate practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence,	2-4-2-ج- التقييم الذاتي وتحديد احتياجاته التعليمية الشخصية

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

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

<b>(ARS)</b>	<b>(ILOS)</b>
<p><b><u>2-1- Knowledge and understanding</u></b></p> <p><b>2-1-A-</b> Established basic, biomedical, clinical, epidemiological and behavioral sciences related conditions, problem and topics.</p>	<p><b><u>2-1- Knowledge and understanding</u></b></p> <p>2-1-A- Explain the essential facts and Principles of relevant basic sciences including, Anatomy, Histology, Physiology, Biochemistry, Pharmacology, Pathology and Microbiology related to Urology.</p> <p>2-1-B- Mention essential facts of clinically supportive sciences including Basics of General Surgery, Nephrology &amp; Basic life support related to Urology.</p> <p>2-1-C- Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to Urology.</p>
<p><b>2-1-B</b> The relation between good clinical care of common health problem in the <i>Urology</i> and the welfare of society.</p>	<p><b>2-1-H-</b> State the impact of common health problems in the field of <i>Urology</i> on the society and how good clinical practice improve these problems.</p>
<p><b>2-1-C-</b> Up to date and recent developments in common problems related to the field of <i>Urology</i>.</p>	<p><b>2-1-C-</b> Demonstrate sufficient knowledge of etiology, clinical picture, diagnosis, prevention and treatment of the common diseases and situations related to <i>Urology</i>.</p> <p><b>2-1-D-</b> Give the recent and update developments in the pathogenesis, diagnosis, prevention and treatment of common diseases related to <i>Urology</i>.</p>
<p><b>2-1-D-</b> Ethical and medicolegal Principles relevant to practice in the <i>Urology</i> field.</p>	<p><b>2-1-E-</b> Mention the basic ethical and medicolegal principles that should be applied in practice and are relevant to the field of <i>Urology</i>.</p>

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

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

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

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

**III-Program matrix  
Knowledge and Understanding**

Course	Program covered ILOs							
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E	2/1/F	2/1/G	2/1/H
<b>Course 1 : Anatomy and Histology</b>	✓							
<b>course 2 : Physiology, Pharmacology and Biochemistry</b>	✓							
<b>course 3 : Pathology and Microbiology</b>	✓							
<b>Course 4 : General Surgery</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Course 5 : Nephrology &amp; Basic life support</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Course 6 : Urology</b>	✓	✓	✓	✓	✓	✓	✓	✓

## Intellectual

Course	Program covered ILOs			
	2/2/A	2/2/B	2/2/C	2/2/D
<b>Course 1 : Anatomy and Histology</b>	✓			
<b>course 2 : Physiology, Pharmacology and Biochemistry</b>	✓	✓		
<b>course 3 : Pathology and Microbiology</b>	✓			
<b>Course 4 : General Surgery</b>	✓	✓	✓	✓
<b>Course 5 : Nephrology &amp; Basic life support</b>	✓	✓	✓	✓
<b>Course 6 : Urology</b>	✓	✓	✓	✓

## Practical Skills (Patient Care)

Course	Program covered ILOs							
	2/3/1/A	2/3/1/B	2/3/1/C	2/3/1/D	2/3/1/E	2/3/1/F	2/3/1/G	2/3/1/H
<b>Course 1 :</b> <b>Anatomy and Histology</b>								
<b>course 2 :</b> <b>Physiology, Pharmacology and Biochemistry</b>								
<b>course 3 :</b> <b>Pathology and Microbiology</b>								
<b>Course 4 :</b> <b>General Surgery</b>	✓	✓	✓	✓	✓	✓	✓	
<b>Course 5 :</b> <b>Nephrology &amp; Basic life support</b>	✓	✓	✓	✓	✓	✓	✓	
<b>Course 6 :</b> <b>Urology</b>	✓	✓	✓	✓	✓	✓	✓	✓

## General Skills

Course	Program covered ILOs							
	2/3/2/A	2/3/2/B	2/3/2/C	2/3/2/D	2/3/2/E	2/3/2/F	2/3/2/G	2/3/2/H
<b>Course 1 : Anatomy and Histology</b>				✓				✓
<b>course 2 : Physiology, Pharmacology and Biochemistry</b>				✓				✓
<b>course 3 : Pathology and Microbiology</b>				✓				✓
<b>Course 4 : General Surgery</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Course 5 : Nephrology &amp; Basic life support</b>	✓	✓	✓	✓	✓	✓	✓	✓
<b>Course 6 : Urology</b>	✓	✓	✓	✓	✓	✓	✓	✓

## General Skills

Course	Program covered ILOs						
	2/3/2/I	2/3/2/J	2/3/2/K	2/3/2/L	2/3/2/M	2/3/2/N	2/3/2/O
<b>Course 1 : Anatomy and Histology</b>			✓		✓		
<b>course 2 : Physiology, Pharmacology and Biochemistry</b>			✓		✓		
<b>course 3 : Pathology and Microbiology</b>			✓		✓		
<b>Course 4 : General Surgery</b>	✓	✓	✓	✓	✓	✓	✓
<b>Course 5 : Nephrology &amp; Basic life support</b>	✓	✓	✓	✓	✓	✓	✓
<b>Course 6 : Urology</b>	✓	✓	✓	✓	✓	✓	✓

Annex 7,  
Additional 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)
- Urodynamic 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:

1. الاستاذ الدكتور/ محمد احمد شلبي استاذ جراحة المسالك البولية والتناسلية
2. الاستاذ الدكتور/ مجدى عباس العقاد استاذ جراحة المسالك البولية والتناسلية
3. الاستاذ الدكتور/ محمد ابراهيم طه استاذ جراحة المسالك البولية والتناسلية
4. الاستاذ الدكتور/ محمد عاطف عبد العزيز استاذ جراحه المسالك البولية والتناسلية
5. الاستاذ الدكتور/ عبد الفتاح ابراهيم احمد استاذ جراحه المسالك البولية والتناسلية
6. الاستاذ الدكتور/ محمد عصام الدين عثمان استاذ جراحه المسالك البولية والتناسلية
7. الاستاذ الدكتور / صلاح الدين شاكر عبد الحافظ استاذ جراحه المسالك البولية والتناسلية
8. الاستاذ الدكتور / فتحى جابر محمود العناني استاذ جراحه المسالك البولية والتناسلية
9. الاستاذ الدكتور/ احمد محمد عبد المنعم استاذ جراحه المسالك البولية والتناسلية
10. الاستاذ الدكتور/ هشام مختار حموده استاذ جراحه المسالك البولية والتناسلية
11. الاستاذ الدكتور/ محمد عبد البصير سيد استاذ جراحه المسالك البولية والتناسلية
12. الاستاذ الدكتور/ علاء عزت عبد المنعم استاذ ورئيس قسم جراحة المسالك البولية والتناسلية
13. الاستاذ الدكتور/ احمد محمد الطاهر استاذ جراحة المسالك البولية والتناسلية
14. الاستاذ الدكتور/ ياسر محمود عبد السلام استاذ جراحة المسالك البولية والتناسلية
15. الاستاذ الدكتور/ مدحت احمد عبد الله استاذ جراحة المسالك البولية والتناسلية
16. الاستاذ الدكتور/ عادل قرقار عبدالله استاذ جراحة المسالك البولية والتناسلية
17. الاستاذ الدكتور/ محمد عبدالله الجمال استاذ جراحة المسالك البولية والتناسلية
18. الاستاذ الدكتور/ ضياء الدين عبدالحميد محمد استاذ جراحة المسالك البولية والتناسلية
19. الاستاذ الدكتور/ احمد محمد عبدالعزيز أستاذ جراحة المسالك البولية والتناسلية
20. الدكتور/ محمود محمد احمد شلبي أستاذ مساعد جراحة المسالك البولية والتناسلية
21. الدكتور/ حسنى محمود احمد بهنساوى أستاذ مساعد جراحة المسالك البولية والتناسلية
22. الدكتور / أحمد محمد معين استاذ مساعد جراحة المسالك البولية والتناسلية
23. الدكتور / أحمد عبدالحميد متولى استاذ مساعد جراحة المسالك البولية والتناسلية
24. الدكتور/ ربيع احمد جاد الكريم استاذ مساعد جراحة المسالك البولية والتناسلية
25. الدكتور/ شريف محمود احمد ابوالسرور مدرس جراحة المسالك البولية والتناسلية
26. الدكتور/ نصر الدين عبدالعال محمد مدرس جراحة المسالك البولية والتناسلية
27. الدكتور/ محمود مجدى محمود محمد خليل مدرس جراحة المسالك البولية والتناسلية
28. الدكتور/ احمد رضا محمد مدرس جراحة المسالك البولية والتناسلية
29. الدكتور/ احمد البدرى ابراهيم ابو النور مدرس جراحة المسالك البولية والتناسلية
30. الدكتور/ عمرو حسن ابراهيم ابو فدان مدرس جراحة المسالك البولية والتناسلية
31. الدكتور/ محمود فاروق على مدرس جراحة المسالك البولية والتناسلية
32. الدكتور/ محمد على حسين على زرزور مدرس جراحة المسالك البولية والتناسلية
33. الدكتور/ محمد عباس سعد مدرس جراحة المسالك البولية والتناسلية
34. الدكتور/ محمد احمد عبدالرحمن مدرس جراحة المسالك البولية والتناسلية
35. الدكتور/ محمد احمد نجيب الجندى مدرس جراحة المسالك البولية والتناسلية

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

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

**(End of the program specifications)**