



## إعتماد توصيف مقررات برنامج الدكتوراه فى أمراض التخاطب

نقر نحن الموقعون على هذا أدناه أن توصيف وثيقة البرنامج التعليمى لدرجة الدكتوراه فى

أمراض التخاطب والمقررات الدراسية المكونة له قد تم وضعها بمعرفة الأقسام المعنية

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عميد الكلية

وكيل الكلية للدراسات العليا



## Peer Revision

Reviewers	University	Date of Revision
- Prof. Dawlat Salem	Cairo	10/12/2011
- Prof. Ahmad K. Mansur	Mansura	28/11/2011

# Program Specification of Medical Doctorate Degree of Phoniatics

Sohag University

Faculty of medicine

## A. Basic Information

1. Program Title: MD degree in Phoniatics
2. Program Type: Single
3. Faculty: Faculty of Medicine
4. Department: Otolaryngology department
5. Assistant coordinator: Dr. Eman Mohamed Ahmed
6. Coordinator: Dr. Ahlam Abdel Salam Nabieh
7. External Evaluator: Dr. Mohamed Nasser Kotby
8. Last date of program specifications approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013.

## B. Professional Information

### 1. Program Aims:

The aim of this program is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of Phoniatics according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Phoniatics including diagnostic, problem solving and decision making and operative skills.
3. Ethical principles related to medical practice.
4. Active participation in community needs assessment and problems identification.
5. Maintenances of learning abilities necessary for continuous medical education.
6. Upgrading research interest and abilities.

### 2. Attributes of the postgraduate:

1. Efficient in carrying out the basics and advances in methodologies of scientific research.
2. The continuous working to add new knowledge in the field of phoniatics.
3. Applying the analytical course and critical appraisal of the knowledge in his specialty and related fields.
4. Merging the phoniatics knowledge with the other related knowledge with conclusion and developing the relationships in between them.
5. Showing a deep awareness with the ongoing problems, theories, and advanced sciences in the specialty of phoniatics.
6. Determination of the professional problems in the specialty of phoniatics and creating solutions for them.
7. Efficient in carrying out the professional skills in his specialty.
8. Using advanced suitable technologies which serves his practice.
9. Efficient communication and leadership of team work in his specialty.
10. Decision making through the available information.
11. Using the available resources efficiently and working to find new resources.

12. Awareness with his role in the development of the society and preserve environment.
13. Behaving in a way which reflects his credibility, accountability, and responsibility.
14. Keeping continuous self development and transfer his experiences and knowledge to others.

### **3. Program Intended Learning Outcomes (ILOs)**

#### **a) Knowledge and understanding:**

By the end of the study of doctoral program in Phoniatics the Graduate should be able to:

- a1. Mention the recent advances in the normal structure and function of the human Larynx on the macro and micro levels.
- a2. Mention recent advances in the normal growth and development of the human larynx.
- a3. List the recent advances in the abnormal structure, function, growth and development of human larynx.
- a4. Mention recent advances in the natural history of phoniatic diseases.
- a5. Mention recent advances in the causation of phoniatic problems and their pathogenesis.
- a6. List the clinical picture and differential diagnosis of phoniatic illnesses.
- a7. Enumerate recent advances in the common diagnostic and laboratory techniques necessary to establish diagnosis of phoniatic.
- a8. Describe recent advances in the various therapeutic methods/alternatives used for phoniatic.
- a9. List principles, methodologies, tools and ethics of scientific research , biostatistics and computer.
- a10. Mention the principles and fundamentals of ethics and legal aspects of professional practice in the field of Phoniatics.
- a11. List the principles and fundamentals of quality assurance of professional practice in the field of Phoniatics
- a12. Mention the effect of professional practice on the environment and the methods of environmental development and maintenance.
- a13. Mention the concepts of common psychological terms related to Phoniatics.
- a14. Mention the common psychiatric disorders related to Phoniatics.
- a15. Mention the basic diagnostic criteria in psychiatric disorders related to Phoniatics.
- a16. Mention the common Neurological disorders related to Phoniatics.
- a17. Mention the basic diagnostic criteria in Neurological disorders related to Phoniatics.

#### **b) Intellectual skills**

By the end of the study of doctoral program in Phoniatics the Graduate should be able to:

- b1. Interpret data acquired through history taking to reach a provisional diagnosis for different Phoniatics problems and using it for titration and conclusion.
- b2. Select from different diagnostic alternatives the ones that help reaching a final diagnosis for Phoniatics problems.
- b3. Conduct research studies, that adds to knowledge.
- b4. Formulate scientific papers in the area of Phoniatics
- b5. Assess risk in professional practices in the field of Phoniatics
- b6. Plan to improve performance in the field of Phoniatics.
- b7. Identify Phoniatics problems and find solutions..
- b8. Have the ability to innovate nontraditional solutions to Phoniatics problems.
- b9. Mange Scientific discussion based on scientific evidences and proofs.
- b10. Criticize researches related to Phoniatics
- b11. Analyze symptoms & signs of psychiatric abnormalities
- b12. Analyze symptoms & signs of Neurological abnormalities

#### **c) Professional and practical skills:**

By the end of the study of doctoral program in Phoniatics the Graduate should be able to:

- c1. Master of the basic and modern professional clinical and surgical skills in the area of Phoniatics.
- c2. Write and evaluate medical reports.

- c3. Evaluate and develop methods and tools existing in the area of Phoniatics.
- c4. Perform endoscopic evaluation of voice problems.
- c5. Train junior staff through continuous medical education program.
- c6. Design new methods, tools and ways of professional practice.
- c7. Perform recent advanced technological methods in collection, analysis and interpretation of data

**d) General and Transferable skills:**

By the end of the study of doctoral program in Phoniatics the Graduate should be able to:

- d1. Present reports in seminars effectively.
- d2. Use appropriate computer program packages.
- d3. Teach others and evaluate their performance.
- d4. Assess himself and identify his personal learning needs.
- d5. Use of different sources for information and knowledge.
- d6. Work coherently and successfully as a part of a team and team's leadership.
- d7. Manage scientific meetings according to the available time.

**4. Academic Standards**

Sohag faculty of medicine adopted the general National Academic Reference Standers (NARS) provided by the national authority for quality assurance and accreditation of education (naqaae) for postgraduate programs. This was approved by the faculty council decree No.6854, in its cession No.177 Dated: 18/5/2009. Based on these NARS; Academic Reference Standers (ARS) were suggested for this program. These ARS were revised by external evaluator and approved by Faculty Council decree No.7528, in its cession No. 191, dated: 15/3/2010. The adoption of NARS and the suggested ARS were approved by University council degree No 587, in its cession No.60. dated 26-12-2011.

**5. Curriculum Structure and Contents**

5.a- Program duration:7 semesters (3.5 years).

5.b- Program structure

5.b.i- No. of hours per week:

Subject	hours /week		
	Lectures	Tutorial/ Practical	Clinical/ surgical
<b>First Part:</b>			
Minors :			
Bio Statistics& Computer,	2	2	
Research Methodology	2	2	
Primary Medical Report	1	2	
Human Anatomy & Embryology	2		
Medical Physiology	2		
Phonetics & linguistics	2		
<b>Second Part:</b>			
Phoniatics	4.75	6	3
Neurology	1	2	
Psychology	1	2	

code	Item	No	%	
b.i	Total credit hours	Compulsory	90	100
		Elective	0	0
		Optional	0	0
b.iii	credit hours of basic sciences courses	6	6.67	
b.iv	credit hours of courses of social sciences and humanities	0	0	
b.v	credit hours of specialized courses:	53	58.89	

b.vi	credit hours of other course	8	8.9
b.vii	Practical/Field Training	8	8.9%
b.viii	Program Levels (in credit-hours system):		
	Level 1: 1st part	14	15.56
	Level 2: 2nd Part	53	58.89
	Level 3: Thesis	15	16.7

## 6. Program Courses

### 6.1- Level/Year of Program...1..... Semester...1.....

\* 9 courses are compulsory

#### First part

##### a. Compulsory

Course Title	No. of credit hours	No. of hours /week			Program ILOs Covered (By No.)
		Lect.	Lab.	Exer.	
Bio Statistics& Computer,	3	2	2		a9,a12,b3,b4,b8, b10, c1,c6,d5,d6
Research Methodology	3	2	2		a9,b1,c7,d2,d5
Primary Medical Report	2	1	2		a10,b10,c2,d2,
Anatomy,	2	2			a1,a2,a3,b6,c1,d5
Medical Physiology	2	2			a2,b1,b7,c1,d1,d4,5
Phonetics & linguistics	2	2			a2,b2,b7,b10,c1c2,c7,d4,d5, d6

Second part

##### a. Compulsory

Course Title	No. of credit hours	No. of hours /week			Program ILOs Covered (By No.)
		Lect.	Lab.	Exer.	
Phoniatrics	37	4.75	6	3	a3,a4,a5,a6,a7,a8, a9,a10,a11,b1, b2,b3,b4,b5,b6,b7,b8,b9,b10, c1,c2,c3,c4,c5,c6,d1,d2,d3,d4,d5,d6,d7
Neurology	8	1	2		a7,a16,a17,b1,b12,c1,c3,d1,d2,d5,d6,d7
Psychology	8	1	2		a13,a14,a15,b2,b11,c1,c3,d1,d2,d7

## 7. Program Admission Requirements

### I- General Requirements

- Candidate should have either MBBch degree from any Egyptian Faculty of Medicine or Equivalent Degree from Medical Schools abroad approved by the ministry of high Education.
- Candidate should know how to speak & write English well
- Candidate should have computer skills.
- Follow postgraduate bylaw Regulatory rules of Sohag Faculty of Medicine approved by the ministerial decree No. (44), dated 6/1/2010.

### II- Specific Requirements

- Master degree in Phoniatrics with at least "Good Rank".

## 8. Regulations for Progression and Program Completion

Duration of program is 90 credit hours ( $\geq 7$  semesters  $\geq 3.5$  years), starting from registration till acceptance of the thesis; divided to:

**First Part: (15 Credit hours  $\geq 6$  months  $\geq 1$  semester):**

- Program-related basic science, Research Methodology, Ethics & medical reports, Biostatistics and computer.
- At least six months after registration should pass before the student can ask for examination in the 1<sup>st</sup> part.
- Two sets of exams: 1st in October — 2nd in April after fulfillment of the credit hours.
- At least 60% of the written exam and 60% of the total oral and practical/clinical is needed to pass in each course.
- For the student to pass the first part exam, a score of at least 60% (Level D) in each course is needed.
- Those who fail in one course need to re-exam it only.
- GPA of  $\geq 1.3$  is needed to pass this level (semester).

**Second Part: (50-60 Credit hours  $\geq 24$  months= 4 semesters):**

- Program related specialized science of Phoniatics courses. At least 24 months after passing the 1<sup>st</sup> part should pass before the student can ask for examination in the 2<sup>nd</sup> part.
- Fulfillment of the requirements in each course as described in the template and registered in the log book (8 Credit hours; with obtaining  $\geq 75\%$  of its mark) is a prerequisite for candidates to be assessed and undertake part 1 and part 2 examinations; the credit hours of the logbook are calculated as following:
  - Each Cr. Hr.= 60 working Hrs.
  - Logbook= 8 Cr. Hr. X 60 working Hrs = 480 Working Hrs.
  - Collection of working Hrs. is as following:

Activity		Hrs
Grand rounds	اجتماع علمي موسع	6
Training courses	دورات تدريبية	12/ day
Conference attendance	حضور مؤتمرات علمية داخلي خارجية	12/day 18/day
Thesis discussion	حضور مناقشات رسائل	6
Workshops	حضور ورش عمل	12/day
Journal club	ندوة الدوريات الحديثة	6
Seminars	لقاء علمي موسع	6
Morbidity and Mortality conference	ندوة تحليل المخاطر المرضية أوالوفاة	6
Self education program	برنامج التعليم الذاتي	6

- Two sets of exams: 1st in October - 2nd in April.
- At least 60% of the written exam is needed to be admitted to the oral and practical exams.
- 4 times of oral and practical exams are allowed before the student has to re-attend the written exam.

**Third Part (Thesis) (15 Credit hours =24-48 months=4-8 semester):**

- Documentation of the subject should not be delayed for  $> 1.5$  years after registration.
- Could start after registration and should be completed, defended and accepted after passing the 2nd part final examination, after passing of at least 24 months after documentation of the subject of the thesis and after publishing of at least one paper from the thesis in a specialized peer-reviewed journal.
- Accepting the thesis is enough to pass this part.

### 9. Methods of student assessments:

Method of assessment	weight	The assessed ILOs
1-Research assignment		- General transferable skills, intellectual skills
2-Written Exams: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	50%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills
3-OSCE/ OSPE	50%	-Practical skills, intellectual skills, general transferable skills
4-Structured Oral Exams		- Knowledge, Intellectual skills, General transferable skills

### Assessment schedule:

Part I:

- Biostatistics & Computer: Written Exam (2 hours) + Structured oral Exam+ OSPE
- Research Methodology: Written Exam (2 hours) + structured oral Exam+ OSPE
- Primary medical reports: Written Exam (2 hour) + Structured oral Exam+ OSPE
- Anatomy and embryology: Written Exam (2 hour) + Structured oral Exam
- Medical Physiology : Written Exam (2 hour) + Structured oral Exam
- Phonetics & linguistics: Written Exam (2 hours) + structured oral Exam

Part II:

- Three Written Exams (3 hours for each): two for Phoniatics and + OSCE + Structured oral Exam, one for Neurology and Psychology + OSCE + Structured oral Exam.

### 10. Evaluation of Program

Evaluator	Tool	Sample
1- Senior students	Questionnaire	2
2- Alumni	Questionnaire	0
3- Stakeholders ( Employers)	Questionnaire	30
4-External Evaluator(s) (External Examiner(s))	Report	1
5- Other		

# Course Specifications of Biostatistics and computer in MD degree in Phoniatics

Sohag University

Faculty of Medicine

1. Program(s) on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Community Medicine and public Health
5. Academic year / Level: 1<sup>st</sup> part
6. Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

## A. Basic Information

Title: Course Specifications of Biostatistics and computer in MD degree in Phoniatics

Code: COM 0524-300

Title	lecture	practical	total	credit
applied biostatistics	30	30	60	3

## B. Professional Information

### 1. Overall Aims of Course

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of applied biostatistics specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of Phoniatics according to the international standards.
2. Active participation in community needs assessment and problems identification.
3. Maintenance of learning abilities necessary for continuous medical education.

### 2. Intended Learning Outcomes of Courses (ILOs)

#### a) Knowledge and understanding:

By the end of the course, the student is expected to be able to:

- a1. Describe different programs of analysis of data and statistical packages
- a2. Define the recent advances of sources of data and methods of collection.
- a3. Summarize data, construct tables and graphs
- a4. Calculate measures of central tendency and measures of dispersion
- a5. Describe the normal curves and its uses
- a6. Illustrate selected tests of significance and the inferences obtained from such tests
- a7. Illustrate selected tests of significance for parametric and non parametric inferences
- a8. Identify factor analysis and discrimination analysis

#### b) Intellectual Skills

By the end of the course, the student is expected to be allowed to:

- b1. Understand how to collect and verify data from different sources
- b2. Interpret data to diagnose prevalent problems in the field of in Phoniatics

#### c) Professional and Practical Skills:

By the end of the course, the student is expected to practice the following:

- c1. Perform recent advanced technological methods in collection, analysis and interpretation of data

#### d) General and Transferable Skills:

By the end of the course, the student is expected to be able to:

d1. Use appropriate computer program packages.

d2. Use of different sources for information and knowledge about biostatistics.

### 3. Contents

Topic	No. of hours	Lecture	Tutorial/ Practical
Recent advances in collection, analysis and interpretation of data	6	3	3
-Details of Tests of significance: Proportion test	6	3	3
Chi-square test	6	3	3
Student T test	6	3	3
Paired T test	6	3	3
-Correlation	4	2	2
-Regression	6	3	3
-ANOVA test	4	2	2
-Discrimination analysis	6	3	3
Factor analysis	4	2	2
- parametric and non parametric tests	6	3	3
<b>Total</b>	<b>60</b>	<b>30</b>	<b>30</b>
<b>Total Credit hours</b>	<b>3</b>	<b>2</b>	<b>1</b>

### 4. Teaching and Learning Methods

4.1- Lectures

4.2- Practical sessions

4.3- Computer search assignments

4.4- Computer application

### 5. Student Assessment Methods

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.2-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.3-Structured Oral Exam	- Intellectual skills, Knowledge, General transferable skills
5.4Computer search assignment	-General transferable skills, intellectual skills

### Assessment Schedule

Assessment 1.....Final written exam

Week: 24

Assessment 2.....Final Structured Oral Exam

Week: 24

Assessment 3 Attendance and absenteeism throughout the course

Assessment 4 Computer search assignment performance throughout the course

### Weighting of Assessments

Final-term written examination	50	%
Final Structured Oral Exam	50	%
Total	100	%

**Formative only assessments: attendance and absenteeism and Computer search assignments performance.**

**6. List of References**

**6.1- Essential Books (Text Books)**

1-Maxy-Rosenau Public health and preventive medicine, Prentice – Hall International Inc.

**6.2- Recommended Books**

1- Dimensions of Community Health, Boston Burr Ridge Dubuque.

2- Short Textbook of preventive and social Medicine. Prentice-Hall International Inc.

3- Epidemiology in medical practice, 5<sup>th</sup> edition. Churchill Livingstone. New York, London and Tokyo.

**6.3- Periodicals, Web Sites, ... etc**

1-American Journal of Epidemiology

2-British Journal of Epidemiology and Community Health

3- WWW. CDC and WHO sites

**7. Facilities Required for Teaching and Learning:**

1- ADEQUATE INFRASTRUCTURE: including teaching places (teaching class, teaching halls, teaching laboratory), comfortable desks, good source of aeration, bathrooms, good illumination, and safety & security tools.

2- TEACHING TOOLS: including screens, computers including cd (rw), data shows, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, colour and laser printers.

**Course Coordinator:** Dr/Ahmed Fathy Hammed

**Head of Department:** Dr/Eman Abd El-Baset Mohammed

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

# Course Specifications of Research Methodology in MD degree in Phoniatics

Sohag University

Faculty ...Medicine

1. Program on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Community Medicine and public Health
5. Academic year / Level: 1<sup>st</sup> part
6. Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

## A. Basic Information

**Title:** Course Specifications of Research methodology in MD degree in Phoniatics

**Code:** COM 0524-300

Title	lecture	practical	total	credit
Research methods	30	30	60	3

## B. Professional Information

### 1. Overall Aims of Course

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of research methodology and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of research methodology according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Phoniatics including diagnostic, problem solving and decision making and operative skills.
3. Maintenance of learning abilities necessary for continuous medical education.

### 2. Intended Learning Outcomes of Courses (ILOs)

#### a) **Knowledge and understanding:**

By the end of the course, the student is expected to be able to:

- a1. Define the recent advances of screening tests pertinent to selected diseases and the at-risk approach in the application of screening tests.
- a2. Explain the usefulness of screening tests, and calculate sensitivity, specificity, and predictive values.
- a3. Describe the study design, uses, and limitations.
- a4. List the recent advances of principles, methodologies, tools and ethics of scientific research.
- a5. Explain the strategies and design of researches.
- a6. Describe bias and confounding.
- a7. Describe sampling techniques and list advantages of sampling
- a8. Identify principles of evidence based medicine.

#### b) **Intellectual Skills**

By the end of the course, the student is expected to be able to:

- b1. Conduct research studies that add to knowledge.
- b2. Formulate scientific papers in the area of Phoniatics
- b3. Innovate and create researches to find solutions to prevalent problems in the area of Phoniatics
- b4. Criticize researches related to Phoniatics

#### c) **Professional and Practical Skills:**

By the end of the course, the student is expected to be able to:

- c1. Master the basic and modern professional skills in conducting researches in the area of Phoniatrics.
- c2. Design new methods, tools and ways of conducting researches.

**d) General and Transferable Skills:**

By the end of the course, the student is expected to be able to:

- d1. Use of different sources for information and knowledge to serve research.
- d2. Work coherently and successfully as a part of a team and team's leadership in conducting researches and field studies.

**3. Contents**

Topic	No. of hours	Lecture	Tutorial/ Practical
Details of epidemiological studies (case control, cohort and cross sectional )	8	4	4
Clinical trials, Quasi experimental study	6	3	3
Bias and errors	6	3	3
Setting a hypothesis	6	3	3
Recent advances in screening	6	3	3
- Evidence – based Medicine:			
Concept and examples	4	2	2
Applicability	4	2	2
Scientific writing:			
A protocol	4	2	2
A curriculum	4	2	2
Setting an objective	2	1	1
- Critical thinking	2	1	1
Formulation of papers	8	4	4
<b>Total hours</b>	<b>60</b>	<b>30</b>	<b>30</b>
<b>Total Credit hours</b>	<b>3</b>	<b>2</b>	<b>1</b>

**4. Teaching and Learning Methods**

4.1- Lectures.

4.2- Computer search assignments

**5. Student Assessment Methods**

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.2-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.3-Structured Oral Exam	- Intellectual skills, Knowledge, General transferable skills
5.4Computer search assignment	-General transferable skills, intellectual skills

**Assessment Schedule**

Assessment 1 Final written exam

Week: 24

Assessment 2 Final Structured Oral Exam

Week: 24

Assessment 3 Attendance and absenteeism throughout the course

Assessment 4 Computer search assignment performance throughout the course

### **Weighting of Assessments**

Final-term written examination	50	%
Final Structured Oral Exam	50	%
Total	100	%

**Any formative only assessments** Attendance and absenteeism throughout the course

Computer search assignment performance throughout the course

### **6. List of References**

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### **7. Facilities Required for Teaching and Learning:**

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2- TEACHING TOOLS: including screens, computers including cd (rw), data shows, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, colour and laser printers.

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**Head of Department:** Prof/Eman Abd El-Baset Mohammed

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

# Course Specifications of Primary Medical reports in MD degree in phoniatics

Sohag University

Faculty of Medicine

1. Program on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Forensic Medicine and Clinical Toxicology
5. Academic year / Level: 1<sup>st</sup> part
6. Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

## A. Basic Information

**Title:** Course Specifications of Primary medical reports in MD degree in Phoniatics

**Code:** FOR 0524-300

Title	lecture	practical	total	Credit
primary medical report	15	30	45	2

## B. Professional Information

### 1. Overall Aims of Course

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of Primary medical reports specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of Phoniatics according to the international standards.
2. Skills necessary for proper reading and writing medical reports.
3. Ethical principles related to medical practice.

### 2. Intended Learning Outcomes of Course (ILOs):

According to the intended goals of the faculty: the student is to be armed with professional knowledge about the anatomy of the head, neck, nasal cavity ,nasal sinuses, ear, pharynx and larynx as well as their embryological bases

#### a) Knowledge and understanding

By the end of the course, the student should be able to:

- a1. Mention the principles and fundamentals of ethics and legal aspects of professional practice in the field of Phoniatics.

#### b) Intellectual skills

By the end of the course, the student should be able to:

- b1. Criticize researches related to Phoniatics

#### c) Professional and practical skills:

By the end of the course, the student is expected to be able to:

- c1. Writ and evaluate medical reports.

#### d) General and Transferable skills:

By the end of the course, the student is expected to be able to:

- d1. Use appropriate computer program packages.

### 3. Contents

Topic	No. of hours	Lecture	practical
Definition of poison, classification of poison and factors that influence toxicity	3.75	1.25	2.5
Diagnosis & Management of poisoning including: respiratory support, circulatory support and neurological support	3.75	1.25	2.5
toxicological sampling and permanent infirmity	3.75	1.25	2.5
How to write a toxicological report & How to write death certificate	3.75	1.25	2.5
Obligation of physicians (towards patients, colleagues, community)	3.75	1.25	2.5
Consent, and professional secrecy	3.75	1.25	2.5
Types of malpractice, and items of medical responsibility	3.75	1.25	2.5
Medicolegal aspects of organ transplantation, intersex states, euthanasia, assisted reproduction techniques	3.75	1.25	2.5
Ethical considerations of medical research involving human subjects	3.75	1.25	2.5
<b>Total hours</b>	<b>45</b>	<b>15</b>	<b>30</b>
<b>Total credit hours</b>	<b>2</b>	<b>1</b>	<b>1</b>

### 4. Teaching and Learning Methods

- 4.1- Lectures.  
4.2- Assignments.

### 5. Student Assessment Methods:

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.3-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.4-Structured Oral Exam	- Knowledge, Intellectual skills, General transferable skills
5.6 assignment	-General transferable skills, intellectual skills

### Assessment Schedule

- Assessment 1.... Final written exam.... Week: 24  
Assessment 2.....Final Structured Oral Exam ..... Week: 24

### Weighting of Assessments

- Final Written Examination 50 %
- Structured Oral Examination. 50 %

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Total 100%

Formative only assessment: assignment, attendance and absenteeism.

## **6. List of References**

### **6.1-Essential Books:**

- Simpson's Forensic Medicine by Knight, B
- Medical ethics. by Jones & Barlett

### **6.2-Periodicals and websites:**

- Forensic Science International,
- Egyptian Journals of Forensic Medicine and Clinical Toxicology,
- International Journals of Forensic Medicine and Clinical Toxicology
- Web sites : [www.sciencedirect.com](http://www.sciencedirect.com)

## **7. Facilities Required for Teaching and Learning:**

- a. Adequate infrastructure: including teaching places (teaching class, teaching halls, teaching laboratory). Comfortable desks, good source of aeration, bathrooms, good illumination and safety and security tools.
- b. Teaching tools: including screens, computers including CD, data show, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, color and laser printers.
- c. Computer program: for designing and evaluating MCQs.

**Course Coordinator:** Dr. Soheir Ali Mohamed

**Head of Department:** Dr. Maha Abdel Hamed Hilal

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

# Course Specifications of Human Anatomy & Embryology in MD degree in Phoniatics

Sohag University

Faculty ...Medicine

1. Program on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Human Anatomy & Embryology
5. Academic year / Level: 1<sup>st</sup> part
6. Date of specification approval: Faculty council No: 219, decree No (8115)dated: 19/12/2011.

## A. Basic Information

Title: Course Specifications of Human Anatomy & Embryology in MD degree in Phoniatics  
Code: ANA 0524-300

Title	lecture	practical	total	Credit
Anatomy	30	---	30	2

## B. Professional Information

### 1. Overall Aims of Course

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of anatomy specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of anatomy according to the international standards.
2. Skills necessary for proper dealing with cadavers.

### 2. Intended Learning Outcomes of Course (ILOs):

According to the intended goals of the faculty: the student is to be armed with professional knowledge about the anatomy of the head, neck, nasal cavity ,nasal sinuses, ear, pharynx and larynx as well as their embryological bases

#### a) **Knowledge and understanding**

By the end of the course, the student is expected to be able to:

- a1. Recognize and identify basic normal anatomical structure of the respiration, phonation, resonance, articulation, and nervous control for communication, swallowing and learning process.
- a2. Describe the basic function of the respiratory, phonatory, articulatory, and nervous systems for speech production.
- a3. Mention the normal growth, development and aging process of respiration, phonation, resonance, articulation, and nervous control.
- a4. Assess the human Larynx on the macro and micro levels.

#### b) **Intellectual skills**

By the end of the course, the student is expected to be able to:

- b1. Explain how the four systems (respiratory, the phonatory, the articulatory, and nervous system) contribute to the processes of communication, learning and swallowing.
- b2. Demonstrate how the nervous system coordinates the operation of the communication, swallowing, learning and hearing mechanisms.
- b3. Identify how problems with these systems (respiratory, phonatory, articulatory, and nervous systems) might lead to disorders.
- b4. Plan to improve performance in the field of Anatomy.

**c) Professional and practical skills:**

By the end of the course, the student is expected to be able to:

- c1. Master the basic and modern basic clinical and surgical skills for surgical treatment of voice problems and speech.

**d) General and Transferable skills:**

By the end of the course, the student is expected to be able to:

- d1. Use information technology to serve the development of professional practice  
 d2. Use of different sources for information and knowledge.

**3. Contents**

Topic	No. of hours	Lecture	Tutorial /Practical
The microscopic structure of the vocal folds.	4	4	
Nerve supply and applied anatomy of the larynx, pharynx and palate.	2	2	
Development and aging process of the vocal tract.	2	2	
the anatomical structure and the functional anatomy of the brain (meninges, cerebral cortex, internal structure, limbic lobe, ventricles, diencephalons, cerebellum)	2	2	
the anatomical structure brain stem (midbrain, pons, medulla, nuclei of the cranial nerves, cranial nerves)	2	2	
The anatomy of the vascular system and applied anatomy of the brain and brain stem structures	2	2	
Total	30	30	

**4. Teaching and Learning Methods**

4.1- Lectures.

**5. Student Assessment Methods:**

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.2-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.3-Structured Oral Exam	- Knowledge, Intellectual skills, General transferable skills

**Assessment Schedule**

Assessment 1... Research assignment ...	Week: 20
Assessment 2.... Final written exam....	Week: 24.
Assessment 4.....Final Structured Oral Exam .....	Week 24

**Weighting of Assessments**

Final-term Examination	50	%
Structured Oral Exam	50	%

Total

100%

Formative only assessments: attendance and absenteeism, Research assignment

## 6. List of References

### 6.1- Essential Books (Text Books)

- 1- Zemlin, W. R. (1988) Speech and Hearing Science: Anatomy and Medical Physiology . 3rd Edition. Englewood Cliffs, NJ: Prentice-Hall.
- 2- Deem JF and Miller L (2000) Manual of voice therapy. 2nd ,ch. 2, Edi., Pro-ed an international publisher, Austin, Texas.
- 3- Rosen CA and Murry T (2000) Voice disorders and phonosurgery I, ch 1& 2, The Otolaryngologic clinics of North America, 33, 4.
- 4- Al-Malki KHH (2000) Recant Advances in management of minimal associated pathological lesion (MAPL's), ch2, Dissertation, Faculty of medicine, Ain shams University.
- 5- Gray's Anatomy

### 6.2- Recommended Books

- 1- Kahane, J. C. and Folkins, J. W. (1984) Atlas of Speech and Hearing Anatomy. 2nd Edition. Columbus, OH: Charles E. Merrill Publishing Company.
- 2- Siekel, J.A., King, D.W., & Drumright, D.G. (2005). Anatomy and Medical Physiology for Speech, Language, and Hearing (3rd ed.). Clifton Park, NY: Thompson Delmar Learning. [Chapters 10 and 11]
- 3- Perkins, W. H. and Kent, R. D. (1986) Functional Anatomy of Speech, Language and Hearing: A Primer. Austin, TX: Pro-Ed Publishers.
- 4- Kahane, J. C. (1986) Anatomy and Medical Physiology of the Speech Mechanism. Austin, TX: Pro-Ed Publishers.
- 5- Rohen, J. and Yokochi, C. (1988) Color Atlas of Anatomy. 2nd Edition. New York: Igaku-Shoin.

### 6.3-Periodics, Web Sites

- 1- A. Mayet and K. Muendrich, Contributions to anatomy and function of m. cricothyroideus and the cricothyroid articulation, Acta Anat **33** (1958), p. 273
- 2- G. Friedrich and R. Lichtenegger (1997), Surgical anatomy of the larynx, J Voice 11 (3) pp. 345–355.
- 3- Andrea, Mario MD (1994) Endoscopic anatomy of the larynx, Current Opinion in Otolaryngology & Head & Neck Surgery, 2, 3, 275-271.

## 7. Facilities Required for Teaching and Learning:

1. Adequate infrastructure: including teaching places (teaching class, teaching halls, teaching laboratory). Comfortable disks, good source of aeration, bathrooms, good illumination and safety and security tools.
2. Teaching tools: including screens, computers including CD, data show, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, color and laser printers.
3. Computer program: for designing and evaluating MCQs.

**Course Coordinator:** Dr . Ahlam Abdel Salam Nabih

**Head of Department:** Dr. Ahmed A. Eldsoky.

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

**Course Specifications of Medical Physiology in MD degree in Phoniatics**  
**Sohag University Faculty of Medicine**

1. Program on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Minor.
3. Department offering the program: Otolaryngology department
4. Department offering the course: Medical Physiology
5. Academic year / Level: 1<sup>st</sup> part
6. Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

**A. Basic Information**

**Title:** Course Specifications of Medical Physiology in MD degree in Phoniatics  
**Code:** PHY 0524-300

<b>Title</b>	<b>lecture</b>	<b>practical</b>	<b>total</b>	<b>Credit</b>
<b>Medical Physiology</b>	<b>30</b>	<b>--</b>	<b>30</b>	<b>2</b>

**B. Professional Information**

**1. Overall Aims of Course**

The aim of this course is to provide the postgraduate student with advanced knowledge of Medical Physiology essential for understanding the physiological bases of the communication, learning, swallowing mechanisms necessary to gain further training and practice through providing:

- 1- advanced knowledge about a physiological background in the respiratory system, phonatory system, articulatory system, nervous system, essential for understand the basic process of Phoniatics according to the international standards.
- 2- Commitment to continuing self-development and transfer of knowledge and experience of others.
- 3- Ethical principles related to medical practice.

**2. Intended Learning Outcomes of Course (ILOs):**

**a) Knowledge and understanding**

By the end of the course, the student is expected to be able to:

- a1. Mention neurological control of respiration, phonation, resonance, articulation, swallowing and learning process.
- a2. Explain the communication problem on the physiological bases.
- a3. Explain changing of communication on the base of aging process.

**b) Intellectual skills**

By the end of the course, the student is expected to be able to:

- b1. Explain how the nervous system coordinates to perform the operation of the communication, swallowing, learning and hearing mechanisms.
- b2. Analyze functional problems with these systems (respiratory, phonatory, articulatory, and nervous systems) that might lead to disorders
- b3. Interpret how the four systems (respiratory, the phonatory, the articulatory, and nervous system) contribute to the processes of communication, learning and swallowing
- b4. Explain the difficult cases according Medical Physiology bases.

**c) Professional and practical skills:**

By the end of the course, the student is expected to be able to:

- d1. Using the basic and modern professional clinical tools in studying the Medical Physiology of voice production and swallowing mechanism

**d) General and Transferable skills:**

By the end of the course, the student is expected to be able to:

- d1. Use information technology to serve the development of professional practice
- d2. Develop rules and indicators for assessing the performance of others.
- d3. Use of different sources for information and knowledge.
- d4. Develop self-learning process.

**3. Contents**

Topic	No. of hours	Lecture	Tutorial /Practical
- Effective Communication (physiological back ground)	2	2	
- Respiration: neurophysiologic mechanism to control of phonation	4	4	
- Neurophysiologic mechanism of Laryngeal functions as sphincters, coughing, laugh, regulation of the parameter, and self regulatory mechanism.	4	4	
- mechanism of phonation and registers and neurological control	4	4	
- Mechanism of swallowing and neurological control.	4	4	
- Aging mechanism and affection of the phonation and swallowing and learning.	4	4	
- Cortical organization for language function: cortical areas, cerebral dominance and its evidence.	4	4	
- Hierarchy of motor organization: LMN, UMN, extrapyramidal, vestibuloreticular, cerebellar and conceptual programming levels	4	4	
<b>Total</b>	<b>30</b>	<b>30</b>	

**4. Teaching and Learning Methods**

- 4.1-Lectures.
- 4.2- Assignments.

**5. Student Assessment Methods:**

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.2-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.3-Structured Oral Exam	- Knowledge, Intellectual skills, General transferable skills
5.4 assignment	-General transferable skills, intellectual skills

**Assessment Schedule**

- Assessment 1... Research assignment ... Week: 20
- Assessment 2.... Final written exam.... Week: 24.
- Assessment 3.....Final Structured Oral Exam ..... Week 24

## Weighting of Assessments

Final-term Examination	50 %
Structured Oral Exam	50 %

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Total	100%
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Formative only assessments: attendance and absenteeism, Research assignment

## 6. List of References

### 6.1- Essential Books (Text Books)

- 1- Deem JF and Miller L (2000) Manual of voice therapy. 2nd ,ch. 2, Edi., Pro-ed an international publisher, Austin, Texas.
- 2- Rosen CA and Murry T (2000) Voice disorders and phonosurgery I, ch 1& 2, The Otolaryngologic clinics of North America, 33, 4
- 3- Al-Malki KHH (2000) Recant Advances in management of minimal associated pathological lesion (MAPL's), ch2, Dissertation, Faculty of medicine, Ain shams University.
- 4- Gyton text book of Medical Physiology

### 6.2- Recommended Books

- 1- Zemlin, W. R. (1988) Speech and Hearing Science: Anatomy and Medical Physiology . 3rd Edition. Englewood Cliffs, NJ: Prentice-Hall.

### 6.3-Periodics, Web Sites

1. Sonninen A and Laukkanen AM (2003) whip lash motion hypothesis as a traumatizing mechanism in vocal fold vibration. Folia phoniatr logop 55, 189-198.
2. Mostafa M, Kotby MN, Barakah M, El-sady S, Allosh T, Elshobary A and Saleh M (1989) Dominant functions of right wersus the left hemisphere. Acta otolaryngol 107, 479-484.

## 7. Facilities Required for Teaching and Learning:

- 1- Adequate infrastructure: including teaching places (teaching class, teaching halls, teaching laboratory). Comfortable disks, good source of aeration, bathrooms, good illumination and safety and security tools.
- 2- Teaching tools: including screens, computers including CD, data show, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, color and laser printers.
- 3- Computer program: for designing and evaluating MCQs.

**Course Coordinator:** Dr. Ahlam Abdel Salam Nabih

**Head of Department:** Dr/Ahmed Mostafa

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

# Course Specifications of Phonetics and Linguistics in MD degree in Phoniatics

South University

Faculty ...Medicine

- 1- Program on which the course is given: MD degree in Phoniatics.
- 2- Major or Minor element of program: Minor
- 3- Department offering the program: Otolaryngology department
- 4- Department offering the course: Otolaryngology department
- 5- Academic year / Level: 1<sup>st</sup> part
- 6- Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

## A. Basic Information

**Title:** Course Specifications of Phonetics and Linguistics in MD degree in Phoniatics

**Code:** OTO 0524-300

Title	lecture	practical	total	Credit
Phonetics and Linguistics	30	--	30	2

## B. Professional Information

### 1- Overall Aims of Course

The aim of this course is to provide the postgraduate student with advanced medical knowledge and skills essential for the practice of Phonetics and Linguistics specialty and necessary to gain further training and practice in the field of Phoniatics through providing:

- 1- Advanced knowledge about language and sounds in language with their function in communication, and the relations between Language, cognation and thought.
- 2- Advanced knowledge about the structure of human language .
- 3- The phonological development in children with understanding and assessment of articulatory phonetics (speech sounds, syllable, phonemes, prosody, phonological processes), acoustic phonetics (sound, wave, intensity, pitch, quality, resonance of the vocal tract, theories, formants, and modification of resonance) and interpretations of information to explain the patients condition.
- 4- Commitment to continuing self-development and transfer of knowledge and experience of others.
- 5- Ethical principles related to medical practice.

### 2- Intended Learning Outcomes of Course (ILOs):

According to the intended goals of the faculty: the student is to be armed with professional knowledge about the anatomy of the head, neck, nasal cavity ,nasal sinuses, ear, pharynx and larynx as well as their embryological bases

#### a) Knowledge and understanding

By the end of the course, the student is expected to be able to:

- a1. Mention recent advances in the normal aquisition and development of the human language.
- a2. Evaluate the structure of human language.
- a3. Analyze syntactic theories and development.
- a4. Analyze semantics theories and development
- a5. Analyze pragmatic theories and development in analysis of language use and uses of linguistic expressions.
- a6. Analyze the relationship and development of cognation and thought with language.
- a7. Analyze the phonology of a language within various theoretical frameworks.
- a8. Evaluate the deficit of the articulation of speech sounds
- a9. Comprehend the phonological and linguistic background of the normal communication.

#### b) Intellectual skills

By the end of the course, the student is expected to be able to:

- b1. Formulate scientific papers in the area of human language development
- b2. Refine skills in phonological analysis.
- b3. Select from different diagnostic alternatives the ones that help reaching a final diagnosis for Phoniatrics problems on the bases normal acquisition and development of the human language.

**c) Professional and practical skills:**

By the end of the course, the student is expected to be able to:

- c1. Master the modern professional clinical studying the language development.
- c2. Interpreted the report of the deficit in the language and phonological problems.
- c3. Analyses phonological data to reach the final dignosis.

**d) General and Transferable skills:**

By the end of the course, the student is expected to be able to:

- d1. Use information technology to serve the development of professional practice
- d2. Assess himself and identify personal learning needs.
- d3. Work in a team, and team's leadership in various professional contexts.

**3- Contents**

Topic	No. of hours	Lecture	Tutorial/ Practical
┐ Communication form and speech processing.	5	5	
┐ Language development, theories of language acquisitions	5	5	
┐ Effect of aging on communications (language –speech –voice)	5	5	
• Rules of conversation and development	4	4	
┐ Speech intelligibility and its measurement	4	4	
┐ Parent child interaction in communicative development	4	4	
• Arabic sound and its investigations	3	3	
<b>Total</b>	<b>30</b>	<b>30</b>	

**4- Teaching and Learning Methods**

- 4.1- Lectures.
- 4.2- practical lessons.
- 4.3- Assignments.

**5- Student Assessment Methods:**

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.2-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.3-Structured Oral Exam	- Knowledge, Intellectual skills, General transferable skills
5.4 assignment	-General transferable skills, intellectual skills

**Assessment Schedule**

- Assessment 1... Research assignment ... Week: 20
- Assessment 2.... Final written exam.... Week: 24.
- Assessment 3.....Final Structured Oral Exam ..... Week 24

**Weighting of Assessments**

Final-term Examination	50%
Structured Oral Exam	50%

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Total	100%
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Formative only assessments: attendance and absenteeism, assignment

## 6- List of References

### 6.1- Essential Books (Text Books)

- Wafi WAAE (1980) Problems Facing Normal Child Language Development, Ain Shams phoniatrics Dissertation
- Ladefoged P (2006). A Course in Phonetics, 5th ed. Fort Worth: Harcourt College.
- El-sayed GSA (2004) parent child interaction in communicative development. Ain Shams phoniatrics master Dissertation.
- Mohammad YA (2006) speech unintelligibility in communication disorders Ain Shams phoniatrics master Dissertation.

### 6.2- Recommended Books

- Ladefoged, P. (2001) A course in Phonetics. 4th ed. London: Harcourt.
- Moats, L. C. (2000). Speech to Print: Language essentials for teachers. Baltimore: Brooks

### 6.3-Periodics, Web Sites

- Praat is a great, freely available software package for phonetic analysis. Among (many) other things, you may use Praat to record, edit and play sound files on your computer. Praat is available for download at: <http://www.fon.hum.uva.nl/praat/>.
- A great website for looking up background information on the languages of the world is SIL's Ethnologue site: <http://www.ethnologue.com>.
- Doulos SIL is a freely available phonetics font for your computer. You may download it from this web link:
- [http://scripts.sil.org/cms/scripts/page.php?site\\_id=nrsi&id=DoulosSILfont](http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=DoulosSILfont)
- Snow, C.E., Scarborough, H. & Burns, M. S. (1999). What speech-language practitioners need to know about early reading? Topics in Language Disorders, 20, 48-58.
- McBride-Chang, C. (1995). What is phonological awareness? Journal of Educational Psychology, 87, 179-192.
- Stanovich, K. E., Cunningham, A. E., & Cramer, B. B. (1984). Assessing phonological awareness in kindergarten children: Issues of task comparability. Journal of Experimental Child Psychology, 38(2), 175-190.
- de Boer, B. (2000) Self organization in vowel systems. Journal of Phonetics 28: 441-465.

## 7- Facilities Required for Teaching and Learning:

- Adequate infrastructure: including teaching places (teaching class, teaching halls, teaching laboratory). Comfortable disks, good source of aeration, bathrooms, good illumination and safety and security tools.
- Teaching tools: including screens, computers including CD, data show, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, color and laser printers.
- Computer program: for designing and evaluating MCQs.

**Course Coordinator:** DR: Ahlam Abdel Salam Nabih

**Head of Department:** Prof./ Mohamed Abdel Kader Soltan

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

# Course Specifications of Phoniatics in MD degree in Phoniatics

Sohag University

Faculty of Medicine

1. Program on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Major.
3. Department offering the program: Otolaryngology department
4. Department offering the course: Otolaryngology department
5. Academic year / Level: 2<sup>nd</sup> part
6. Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

## A. Basic information:

**Title:** Course Specifications of Phoniatics in MD degree in Phoniatics

**Code:** OTO- NEU 0524-300

Title	lecture	practical	Total	Credit
Phoniatics	255	540	795	35

## B. Professional Information:

### 1. Overall Aims of Course

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of Phoniatics specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of Phoniatics according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Phoniatics including diagnostic, problem solving and decision making and operative skills.
3. Upgrading research interest and abilities.

### 2. Intended Learning Outcome (ILO) of the course:

#### a) Knowledge and understanding:

By the end of the course, the student is expected to be able to:

- a1. List the recent advances in the abnormal structure, function, growth and development of human larynx.
- a2. Mention recent advances in the natural history of Phoniatics diseases.
- a3. Mention recent advances in the causation of Phoniatics problems and their pathogenesis.
- a4. List the clinical picture and differential diagnosis of Phoniatics illnesses.
- a5. Enumerate recent advances in the common diagnostic and laboratory techniques necessary to establish diagnosis of Phoniatics.
- a6. Describe recent advances in the various therapeutic methods/alternatives used for Phoniatics.
- a7. Describe principles, methodologies, tools and ethics of scientific research.
- a8. Mention the principles and fundamentals of ethics and legal aspects of professional practice in the field of Phoniatics.
- a9. List the principles and fundamentals of quality assurance of professional practice in the field of Phoniatics

#### b) Intellectual Skills:

By the end of the course, the student is expected to be able to:

- b1. Interpret data acquired through history taking to reach a provisional diagnosis for Phoniatics problems.
- b2. Select from different diagnostic alternatives the ones that help reaching a final diagnosis for Phoniatics problems.
- b3. Conduct research studies, that adds to knowledge.
- b4. Formulate scientific papers in the area of Phoniatics
- b5. Assess risk in professional practices in the field of Phoniatics
- b6. Plan to improve performance in the field of Phoniatics.
- b7. Identify Phoniatics problems and find solutions..
- b8. Have the ability to innovate nontraditional solutions to Phoniatics problems.
- b9. Mange Scientific discussion based on scientific evidences and proofs.
- b10. Criticize researches related to Phoniatics

**c) Practical and Professional Skills:**

By the end of the course, the student is expected to be able to:

- c1. Master the basic and modern professional clinical and surgical skills in the area of Phoniatics
- c2. Writ and evaluate medical reports.
- c3. Evaluate and develop methods and tools existing in the area of Phoniatics
- c4. Perform endoscopic evaluation of voice problems.
- c5. Train junior staff through continuous medical education programs.
- c6. Design new methods, tools and ways of professional practice.

**d) General and Transferable skills (key and life skills):**

By the end of the course, the student is expected to be able to:

- d1. Present reports in seminars effectively
- d2. Use appropriate computer program packages.
- d3. Use appropriate computer program packages.
- d4. Assess himself and identify his personal learning needs.
- d5. Use of different sources for information and knowledge.
- d6. Work coherently and successfully as a part of a team and team's leadership.
- d7. Manage scientific meetings according to the available time.
- d1. Manage scientific meetings according to the available time.

**3. Course contents**

Topic	No. of hours	Lecture	Tutorial/P ractical
<b>Communication disorders</b>			
<b>Voice disorders :</b>			
1. classification of voice disorders	4	5	7
2.Organic causes of voice disorders (congenital, inflammations, dysplasia, endocrinopathies, sulcus glottideus, vocal fold immobility, spastic dysphonia, malignant neoplasms)	19	10	19
3.Non organic causes of voice disorders.(psychogenic dysphonia, aphonia, Hyperfunction dysphonia, hypofunctional dysphonia, ventricular dysphonia)	19	10	19
4.Minimal associated pathology (polyp, nodules, rienk's)	19	10	19
<b>Swallowing disorders</b>			
5. stages of swallowing, etiology, associated symptoms	19	10	20
<b>Speech disorders :</b>			
6.Dyslalias definitions, etiology, types, factors affecting severity and recovery, malocclusion problems	17	2	20
7.Nasality: velopharyngeal incompetence, types, etiology, problems associated with VPI, epidemiology.	19	4	20

8. Dysarthrias: classifications, types, characteristics feature. Apraxia of speech and oral apraxia.	15	10	20
9. Stuttering, definitions, theories, development, symptomatology, severity, prognosis.	21	11	20
<b>Language disorders:</b>			20
10. Delayed language development: definitions, classification, etiology, Brain damage motor handicapped, Hard of hearing, Pervasive disorders, impact of the ailment, Multiply handicapped children.	21	11	20
11. Aphasia: classifications, language organization, symptomatology, spontaneous recovery, Agnosia	18	6	12
12. <b>Learning disorders and Dyslexia:</b> definitions, etiology, features	10	4	11
Assessment and measures of evaluation.			
13. <b>Voice evaluation:</b> Patient's interview, auditory perceptual assessment, visualization and documentation of the glottis, stroboscopy, videokymography voice recording, acoustic analysis, aerodynamic measures, EMG, EGG, voice range profile.	16	10	11
14. <b>Diagnosis of swallowing disorders</b> by dynamic and nondynamic measures.	13	8	11
<b>Speech disorders:</b>			
15. Velopharyngeal incompetence, interview, auditory perceptual assessment, simple clinical tests, endoscopies, Roentgenological methods, aerodynamic studies, formal testing, acoustic analysis, EMG, ultrasonic studies and brain function tests.	16	10	11
16. Diagnosis of dysarthria, preliminary diagnostic procedures, clinical diagnostic aids, investigation of neurological disorders, aerodynamic and acoustic studies, EMG, position sensitive detectors.	16	10	11
17. Diagnosis of Stuttering, elementary procedures, intellectual and personality tests, spectrograph, EEG, brain electrical activity mapping, EMG, central auditory testing.	15	10	17
<b>Language disorders:</b>			
18. Delayed language development, history taking, neurological and ENT examination, and communicative, psychological assessment.	15	10	18
19. Assessment of aphasias, psychological testing, language testing, methods, neurological examination, tests for apraxia and agnosia, tests for dyslexia.	17	10	17
Management of communication disorders			
20. Care for dysphonic patients by pharmacological and voice behavior modification therapy.	13	10	18
21. Appropriate rehabilitation for individual laryngectomy	14	10	14
22. Proper strategy for treatment of dysphagia.	15	10	20
23. The communicative intervention programs for hypernasality.	15	10	20
24. Programs for treatment of Dysarthria and phonological problems.	17	10	17

25. Treatment strategies for stuttering.	17	5	17
26. Intervention program for delayed language development (counseling for families and training programs).	13	5	18
27. Intervention methods for dysphasia	18	5	18
28. Therapeutic methods for dyslexia	15	5	18
surgical Management of communication disorders			
29. Voice prosthesis.	10	6	17
30. Extirpation endolaryngeal microsurgery	10	6	17
31. Vocal fold augmentation and repositioning & intracordal injections.	14	6	16
32. Reconstructive phonosurgery in partial laryngectomy.	14	3	16
<b>Total</b>	<b>795</b>	<b>255</b>	<b>540</b>

#### 4. Teaching and Learning Methods

- 4.1- lectures.
- 4.2- practical lessons.
- 4.3- Assignments.

#### 5. Student Assessment Methods:

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
5.2- Log book	- General transferable skills
5.3-Written Exam: -Short essay: 40% -structured questions: 25% -MCQs: 20% -Commentary, Problem solving: 15%	- Knowledge - Knowledge - Knowledge, intellectual skills - Intellectual skills, General transferable skills,
5.4-Structured Oral Exam	- Knowledge, Intellectual skills, General transferable skills
5.5-OSCE	-Practical skills, intellectual skills General transferable skills
5.6 assignment	-General transferable skills, intellectual skills

#### Assessment Schedule

Assessment 1 ... Research assignment ...	Week: 96
Assessment 2 .... Final written exam....	Week: 96
Assessment 3 .....Final Structured Oral Exam .....	Week: 96
Assessment 4 ..... OSCE .....	Week: 96
Assessment5 ..... Log book .....	Week: 90

#### Weighting of Assessments

Final-term Examination	Separate exam
Passing in the written exam is a condition to attend the following exams:	
Structured Oral Exam	50%
Clinical Examination	50 %
<hr/>	
Total	100%

Formative only assessments: simple research assignment, Log book, attendance and absenteeism

#### 6. List of References

##### 6.1- Essential Books (Text Books)

- 1- Zemlin, W. R. (1988) Speech and Hearing Science: Anatomy and Medical Physiology . 3rd Edition. Englewood Cliffs, NJ: Prentice-Hall.
- 2- Deem JF and Miller L (2000) Manual of voice therapy. 2nd ,, Edi., Pro-ed an international publisher, Austin, Texas.

- 3- Rosen CA and Murry T (2000) Voice disorders and phonosurgery I, II the Otolaryngologic clinics of North America, 33, 4.
- 4- Gleeson M, Browning GG, Burton MJ, Clarke JH, Jons N, Lund VJ, Luxon LM and Watkinson JC (2008) Scott-Brown's Otolaryngology head and Neck surgery, 7th Edi., Lead Editor: Michael Gleeson.
- 5- kummer AW (2008) cleft palate and craniofacial Anomalies effect on speech and resonance. Delmer Cengage learning, USA

#### **6.2- Recommended Books**

#### **6.3-Periodics, Web Sites**

[www.asha.org](http://www.asha.org)

[www. Stutteringfoundation.com](http://www.Stutteringfoundation.com)

#### **7. Facilities Required for Teaching and Learning:**

1. Adequate infrastructure: including teaching places (teaching class, teaching halls, teaching laboratory). Comfortable desks, good source of aeration, bathrooms, good illumination and safety and security tools.
2. Teaching tools: including screens, computers including CD, data show, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, color and laser printers.
3. Computer program: for designing and evaluating MCQs.

**Course Coordinator:** Dr/ Ahlam Abdel Salam Nabih

**Head of Department:** Dr/ Mohamed Abdel Kader Soltan

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013

## Course Specifications of Neurology and Psychology in MD degree in Phoniatics

Sohag University

Faculty of Medicine

1. Program on which the course is given: MD degree in Phoniatics.
2. Major or Minor element of program: Major.
3. Department offering the program: Otolaryngology department
4. Department offering the course: Neurology and psychiatry Academic year / Level: 2<sup>nd</sup> part
5. Date of specification approval: Faculty council No. "250", decree No. "1378" dated 28/12/2013

### A. Basic information:

**Title:** Course Specifications of **Neurology and Psychology** in MD degree in Phoniatics

**Code:** OTO- NEU 0524-300

<b>Title</b>	<b>lecture</b>	<b>practical</b>	<b>Total</b>	<b>Credit</b>
Neurology	60	150	210	9
Psychology	60	150	210	9

### B. Professional Information:

#### 1. Overall Aims of Course

##### **Neurology module**

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of Neurology specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

1. Recent scientific knowledge essential for the mastery of practice of Neurology according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Neurology including diagnostic, problem solving and decision making and operative skills.
3. Upgrading research interest and abilities.

##### **Psychology module**

The aim of this course is to provide the postgraduate student with the advanced medical knowledge and skills essential for the mastery of practice of Psychology specialty and necessary to provide further training and practice in the field of Phoniatics through providing:

- 1- Recent scientific knowledge essential for the mastery of practice of Psychology according to the international standards.
- 2- Skills necessary for proper diagnosis and management of patients in the field of Psychology including diagnostic, problem solving and decision making and operative skills.
- 3- Upgrading research interest and abilities..

#### 2. Intended Learning Outcome (ILO) of the course:

##### **Neurology module**

##### a) Knowledge and understanding :

By the end of the course, the student is expected to be able to:

- a1. Enumerate investigation into the anatomy ,and functional neuroMedical Physiology .
- a2. Mention the common Neurological disorders related to Phoniatics.
- a3. Mention the basic diagnostic criteria in Neurological disorders related to Phoniatics.

**b) Intellectual Skills:**

By the end of the course, the student is expected to be able to:

- b1. Interpret quantitative information from tables and figure.
- b2. Analyze symptoms & signs of Neurological abnormalities

**c) Practical and Professional Skills:**

By the end of the course, the student is expected to be able to:

- c1. Perform the complete neurological examination.
- c2. Evaluate and develop methods and tools existing in the area of Neurology

**d) General and Transferable skills (key and life skills):**

By the end of the course, the student is expected to be able to:

- d1. Present reports in seminars effectively
- d2. Use appropriate computer program packages.
- d3. Use of different sources for information and knowledge.
- d4. Work coherently and successfully as a part of a team and team's leadership.
- d5. Manage scientific meetings according to the available time.

**Psychology module**

**a) Knowledge and Understanding:**

By the end of the course, the student is expected to be able to:

- a1. Mention the concepts of common psychological terms related to Phoniatics.
- a2. Mention the common psychiatric disorders related to Phoniatics.
- a3. Mention the basic diagnostic criteria in psychiatric disorders related to Phoniatics.

**b) Intellectual Skills**

By the end of the course, the student is expected to be able to:

- b1. Formulate a reality oriented diagnostic conclusion based on obtained clinical information and diagnostic investigation.
- b2. Analyze symptoms & signs of psychiatric abnormalities

**c) Professional and Practical Skills**

By the end of the course, the student is expected to be able to:

- c1. Master the basic and modern professional clinical in the area of Psychology
- c2. Evaluate and develop methods and tools existing in the area of Psychology

**d) General and Transferable Skills**

By the end of the course, the student is expected to be able to:

- d2. present reports in seminars effectively
- d3. Use appropriate computer program packages.
- d4. Manage scientific meetings according to the available time.

**3. Course contents**

**Neurology module**

Title	Total	Lecture	Tutorial/ Practical
Cranial nerves	35	10	25
Stroke	35	10	25
Vertigo	35	10	25
Brain tumors	35	10	25
M.S	35	10	25
Neuropathy	35	10	25
<b>Total</b>	<b>210</b>	<b>60</b>	<b>150</b>
<b>Credit</b>	<b>9</b>	<b>4</b>	<b>5</b>

**Psychology module**

topic	Total	Lecture	Clinical
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<b><u>General Psychology</u></b>		5	
• Physician–Patient Relationship	5	5	10
• Professional Ethics and Boundaries	5		10
<b><u>Psychiatric interview</u></b>			
<b><u>Childhood psychiatry</u></b>			
• Mental retardation	15	5	10
• Learning disorders	15	5	10
• Communication disorders	15	5	10
• Pervasive developmental disorders	20	5	15
• Attention deficit hyperactivity disorders	15	5	10
• Disruptive behavior disorders	20	5	15
• Tic disorders	20	5	15
Others			
<b><u>Mood disorders</u></b>	20	5	15
• Depressive disorders			
<b><u>Somatiform disorders</u></b>	20	5	15
<b><u>Factitious disorder</u></b>	20	5	15
<b>Total</b>	<b>210</b>	<b>60</b>	<b>150</b>
<b>Credit</b>	<b>9</b>	<b>4</b>	<b>5</b>

#### 4. **Teaching and Learning Methods**

- 4.1- lectures.  
4.2- practical lessons.  
4.3- Assignments.

#### 5. **Student Assessment Methods:**

Method of assessment	The assessed ILOs
5.1- Observation of attendance and absenteeism.	- General transferable skills, intellectual skills
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5.4-Structured Oral Exam	- Knowledge, Intellectual skills, General transferable skills
5.5-OSCE	-Practical skills, intellectual skills General transferable skills
5.6 assignment	-General transferable skills, intellectual skills

#### **Assessment Schedule**

Assessment 1 ... Research assignment ...	Week: 96
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Assessment 3.....Final Structured Oral Exam .....	Week: 96
Assessment 4..... OSCE .....	Week: 96
Assessment5..... Log book .....	Week: 90

#### **Weighting of Assessments**

Final-term Examination

Separate exam

Passing in the written exam is a condition to attend the following exams:

Structured Oral Exam	50%
Clinical Examination	50 %
<hr/>	
Total	100%

Formative only assessments: simple research assignment, Log book, attendance and absenteeism

## 6. List of References

### Neurology module

#### 6.1- Essential Books (Text Books)

- Adams & Victor's ,Principle of Clinical Neurology.

#### 6.2 Recommended books:

- Neurology in clinical practice.
- Clinical Neurology.
- Manual of neurologic therapeutics.
- Merret's Neurology.

#### 6.3Periodicals , Web Sites:

- <http://www.google.com>
- <http://www.ncbi.nlm.gov.com>
- <http://www.freemedicaljournals.com>

### Psychology module

#### 6.1- Essential Books (Text Books)

1. Kaplan & Sadock's Comprehensive Textbook of Psychiatry  
Edition: 9th edition (2009)  
Pages: 4884 pages
2. New Oxford Textbook of Psychiatry  
Source: Oxford University Press (OUP)  
Edition: 2nd  
Year: 2009  
Pages: 1952

#### 6.2- Recommended Books

3. Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR Fourth Edition (Text Revision)  
Paperback: 943 pages  
Publisher: American Psychiatric Publishing, Inc.; 4th edition (June 2000)
4. The ICD-10 Classification of Mental and Behavioural Disorders: Diagnostic Criteria for Research  
Paperback: 261 pages  
Publisher: World Health Organization (November 1993)
5. The Maudsley Prescribing Guidelines, Tenth Edition  
Paperback: 544 pages  
Publisher: Informa Healthcare; 10 edition (October 30, 2009)
6. Lishman's Organic Psychiatry  
Hardcover: 948 pages  
Publisher: Wiley-Blackwell; 4 edition (August 10, 2009)
7. Companion to Psychiatric Studies (MRCPsy Study Guides)  
Paperback: 864 pages  
Publisher: Churchill Livingstone; 8 edition (September 1, 2010)

#### 6.3- Periodicals, Web Sites, ... etc

8. Archives of General Psychiatry
9. <http://archpsyc.ama-assn.org/>
10. Journal of the American Psychiatric Association (APA).
11. <http://ajp.psychiatryonline.org/>
12. Schizophrenia *Bulletin*

13. <http://schizophreniabulletin.oxfordjournals.org/>
14. *The British Journal of Psychiatry*
15. <http://bjp.rcpsych.org/>
16. *Journal of Clinical Psychiatry*
17. <http://www.psychiatrist.com/default2.asp>
18. *The Journal of Child Psychology and Psychiatry*
19. <http://www.wiley.com/bw/journal.asp?ref=0021-9630>
20. *Molecular Psychiatry*
21. <http://www.nature.com/mp/index.html>
22. websites
23. <http://www.psychiatrist.com/>
24. <http://www.ncbi.nlm.nih.gov/pubmed/>
25. [www:all about psych.com](http://www.allaboutpsych.com)

#### **7. Facilities Required for Teaching and Learning:**

4. Adequate infrastructure: including teaching places (teaching class, teaching halls, teaching laboratory). Comfortable desks, good source of aeration, bathrooms, good illumination and safety and security tools.
5. Teaching tools: including screens, computers including CD, data show, projectors, flip charts, white boards, video player, digital video camera, scanner, copier, color and laser printers.
6. Computer program: for designing and evaluating MCQs.

#### **Neurology module**

**Course Coordinator:** Dr/Mohamed Abd El monam

**Head of Department:** Prof./ Ghareep Fawi

#### **Psychology module**

**Course Coordinator:** Prof. / Hemid Mostafa Azab

**Head of Department:** Prof./ Ghareep Fawi

**Date:** 18/12/2011, **Revised:**1/9/2012, **Revised:**1/12/2013