## 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 Master degree in Phoniatrics

**Sohag University** **Faculty of medicine**

## A. Basic Information

1. Program Title: Master degree in Phoniatrics
2. Program Type: Single
3. Faculty: Faculty of Medicine
4. Department: Otolaryngology department Phoniatrics unit
5. Coordinator: Dr. Ahlam Abdel Salam Nabieh
6. Assistant coordinator: Dr. Eman Mohamed Ahmed
7. External Evaluator: Dr. Mohamed Nasser Kotby
8. Last date of program specifications approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018.

## B. Professional Information

### 1. Program Aims:

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

1. Scientific knowledge essential for practice of Phoniatrics according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Phoniatrics 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 solving.
5. Maintenance of learning abilities necessary for continuous medical education.
6. Maintenance of research interest and abilities.

### 2. Attributes of the postgraduate::

1. Mastering the basics of scientific research methodologies.
2. The application of the analytical method and used in the field of phoniatrics.
3. The application of specialized knowledge and integrate it with the relevant knowledge in practice.
4. Be aware of the problems and has modern visions in the field of phoniatrics.
5. Identify problems in the field of phoniatrics and find solutions to them.
6. Mastery of professional skills in this specialty and use of the appropriate recent technologies supporting these skills.
7. Communicate effectively and the ability to lead work teams.
8. Decision-making in his professional contexts.

# Program Specification of Master degree in Phoniatrics

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5. Identify problems in the field of phoniatrics and find solutions to them.
6. Mastery of professional skills in this specialty and use of the appropriate recent technologies supporting these skills.
7. Communicate effectively and the ability to lead work teams.
8. Decision-making in his professional contexts.

9. To employ and preserve the available resources to achieve the highest benefit.
10. Awareness of his role in the community development and preservation of the environment at the lights of both international and regional variables.
11. Reflects the commitment to act with integrity and credibility, responsibility and commitment to rules of the profession.
12. Academic and professional self development and be capable of continuous learning.

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

a) **Knowledge and understanding:**

By the end of the study of master program in Phoniatrics the Graduate should be able to:

a1. Mention the normal structure and function of the human Larynx on the macro and micro levels.
a2. Mention the normal growth and development of the human larynx.
a3. List the abnormal structure, function, growth and development of human larynx.
a4. Mention the normal physiology of communication.
a5. Mention the normal language and phonological Development
a6. Mention natural history of phoniatric diseases.
a7. Mention causation of phoniatric and their pathogenesis.
a8. List the clinical picture and differential diagnosis of phoniatrics and related illnesses.
a9. Enumerate common diagnostic and laboratory techniques necessary to establish diagnosis of phoniatric.
a10. Describe various therapeutic methods/alternatives used for phoniatric.
a11. Mention scientific developments in the field of Phoniatrics
a12. Mention the mutual influence between professional practice and its impacts on the environment.
a13. Mention ethical and legal principles of professional practice in the field of Phoniatrics
a14. Mention the principles and fundamentals of quality in professional practice in the field of Phoniatrics.
a15. Mention the basics and ethics of scientific research.

**b) Intellectual skills:**

By the end of the study of master program in Phoniatrics the Graduate should be able to:

b1. Interpret data acquired through history taking to reach a provisional diagnosis for different Phoniatrics problems.
b2. Select from different diagnostic alternatives the ones that help reaching a final diagnosis for Phoniatrics problems.
b3. Link between knowledge for Professional problems' solving.
b4. Conduct research studies and / or write a scientific study on a research problem.
b5. Assess risk in professional practices in the field of Phoniatrics
b6. Plan to improve performance in the field of Phoniatrics.
b7. Identify Phoniatrics problems and find solutions.
b8. Analyze researches and issues related to Phoniatrics.

**c) Professional and practical skills:**

By the end of the study of master program in Phoniatrics the Graduate should be able to:

c1. Master the basic and modern professional clinical and surgical skills in the area of Phoniatrics.
c2. Writ and evaluate medical reports.
c3. Asses methods and tools existing in the area of Phoniatrics.

**d) General and Transferable skills:**

By the end of the study of master program in Phoniatrics the Graduate should be able to:

d1. Communicate effectively by all types of effective communication
d2. Use information technology to serve the development of professional practice
d3. Assess himself and identify personal learning needs.
d4. Develop rules and indicators for assessing the performance of others.
d5. Use of different sources for information and knowledge.
d6. Work in a team, and team's leadership in various professional contexts.
d7. Manage time efficiently.
d8. Learn himself continuously.

## 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 6 semesters (3 years)

5.b- Program structure

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

| | **hours /week** | | |
|---|---|---|---|
| **Subject** | **Lectures** | **Practical/ surgical** | **Clinical** |
| **First Part:** | | | |
| Minors :<br><br>Anatomy & Embryology, Genetics | **2** | **1** | |
| Physiology,<br><br>Medical engineering | **2** | **1** | |
| Phonetics &linguistics, | **2** | **2** | |
| Psychology and psychometry | **2** | **2** | |

| | | | |
|---|---|---|---|
| Biostatistics &computer and Research methodology | **1** | **2** | |
| Second Part: | | | |
| Phoniatrics | **1.5** | **4** | **4** |
| Neurology, Psychology& Rheumatology | **1.5** | **---** | **1** |
| Otolaryngology ,Audiology Endocrinology, Plastic surgery | **2** | **---** | **1** |

| code | Item | | No | % |
|---|---|---|---|---|
| b.i | Total credit hours | Compulsory | ٤٩ | ١٠٠ |
| | | Elective | ٠ | ٠ |
| | | Optional | ٠ | ٠ |
| b.iii | credit hours of basic sciences courses | | ٢ | ٤ |
| b.iv | credit hours of courses of social sciences and humanities | | ٠ | ٠ |
| b.v | credit hours of specialized courses: | | ٢٨ | ٥٦ |
| b.vi | credit hours of other course | | ٨ | ١٦ |
| b.vii | Practical/Field Training | | ٥ | ١٠ |
| b.viii | Program Levels (in credit-hours system):<br>Level 1: 1st part<br>Level 2: 2nd Part<br>Level 3: Thesis | | <br>١٣<br>٢٥<br>٦ | <br>٢٦<br>٥٠<br>١٢ |

**6. <u>Program Courses</u>**

**16 courses are compulsory***

**6.1- Level/Year of Program**

**a. Compulsory**

| **Course Title** | No. of Units | No. of hours /week | | | Program ILOs Covered (By No.) |
|---|---|---|---|---|---|
| | | Lect. | Lab. | Exer. | |
| Minors : | | | | | |
| Human Anatomy & Embryology | 1<br>1 | 1 | | | a1,a2,b3,c1,d2<br>a5,b2,b3, c3,d2 |
| Medical Physiology | 3 | 2 | 1 | | a4,b3, c3 d4 |
| Phonetrics &linguistics | 3 | 2 | 1 | | a5,b6,c2,d4 |
| Psychology &Psychometry | 1 | | | | a2,b5,c2,d4 |
| Genetics | 2 | 1 | 1 | | a3,b3,c2,d5 |
| Medical engineering | 2 | 1 | 1 | | a4,b4,c3,d4 |
| Biostatistics. | | | | | |

Second part

**a. Compulsory**

| Course Title | No. of Units | No. of hours /week | | | Program ILOs Covered (By No.) |
|---|---|---|---|---|---|
| | | Lect. | Lab. | Exer. | |
| Phoniatrics | 7.5 | 1.5 | 4 | 4 | a5,a6,a7,a13,a14,a15,b1,b5,b6,c2,d1,d3,d4 |
| Neurology | 1.5 | 0.5 | | 1 | a5,a10,b6,c3,d8 |
| Psychology | .5 | 0.5 | | --- | a2,b5,b7,c3,d4 |
| Plastic surgery | .5 | 0.5 | | --- | a5,b5,c2,d6 |
| Endocrinology | .5 | 0.5 | | --- | a11,b9,c3,d7 |
| Otolaryngology | 1 | 0.5 | | 0.5 | a6,b3,c3,d6 |
| Rheumatology | .5 | 0.5 | | --- | a12,b7,c3,d6 |
| Audiology | 1 | 0.5 | | 0.5 | a8,b8,c3,d8 |

## 7. Program Admission Requirements

**I- General Requirements**.

1. Candidate should have either:
   i. MBBch degree from any Egyptian Faculty of Medicine or
   ii. Equivalent Degree from Medical Schools abroad approved by the ministry of high Education.
2. Candidate should pass the house office training year.
3. Those who are not university hospital residents should pass a training for at least 12 months in one of the known hospitals.
4. Follow postgraduate bylaw Regulatory rules of Sohag Faculty of Medicine approved by the ministerial decree No. (44), dated 6/1/2010.

**II- Specific Requirements**.

1. Candidates graduated from Egyptian Universities should have at least "Good Rank" in their final year/ cumulative years examination, and grade "Good Rank" in Phonetrics course too.
2. Candidate should know how to speak & write English well
3. Candidate should have computer skills

## 8. Regulations for Progression and Program Completion

Duration of program is 50 credit hours (≥4 semesters ≥3 years), starting from registration till 2nd part exam; divided to:

**First Part: (15 Credit hours ≥6 months ≥1 semester):**

- Program-related basic & clinical sciences & 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 1st part.
- Two sets of exams: 1st in October — 2nd in April.
- At least 50% of the written exam 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 for the next time only, and if re-fail, should register for the course from the start.

**Thesis/Essay(6 Credit hours ≥6 months=1 semester):**

- Completion of the 1st part credit hours and passing the exams are pre requisites for documentation of the **Thesis/Essay** subject.
- Should be completed, defended and accepted after passing the 1st part examination, and at least one month before allowing to enter 2nd part final examination.
- Accepting the thesis is enough to pass this part.

**Second Part: (24 Credit hours ≥18 months= 3 semesters):**

- Program related specialized sciences of Phoniatrics courses.
- Completion of the 1st part credit hours and passing the exams are pre requisites for documentation of the 2nd part courses.
- After passing at least:
    - University hospital residents: 36 months residency in the department of Phoniatrics.
    - Residents in other places: Completed 36 months residency; 12 months of them training in the department of Phoniatrics.
- The students should pass the 1st part before asking for examination in the 2nd part.
- Fulfillment of the requirements in each course as described in the template and registered in the log book (5 Credit hours; with obtaining ≥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= 5 Cr. Hr. X 60 working Hrs = 300 Working Hrs.
    - Collection of working Hrs. is as following:

| **Activity** | | **Hrs** |
|---|---|---|
| **Grand rounds** | **اجتماع علمى موسع** | **٦** |
| **Training courses** | **دورات تدريبية** | **12/ day** |
| **Conference attendance** | **حضور مؤتمرات علمية**<br>**داخلى**<br>**خارجة** | <br>**١٢/day**<br>**18/day** |
| **Thesis discussion** | **حضور مناقشات رسائل** | **٦** |
| **Workshops** | **حضور ورش عمل** | **١٢/day** |
| **Journal club** | **ندوة الدوريات الحديثة** | **٦** |
| **Seminars** | **لقاء علمى موسع** | **٦** |
| **Morbidity and Mortality conference** | **ندوة تحليل المخاطر المرضية أوالوفاة** | **٦** |
| **Self education program** | **برنامج التعليم الذاتى** | **٦** |

- Two sets of exams: 1st in October - 2nd in April.
- At least 50% of the written exam is needed to pass in each course.
- For the student to pass the 2nd part exam, a score of at least 60% (Level D) in each course is needed.

## 9. Methods of student assessments:

| Method of assessment | weight | The assessed ILOs |
|---|---|---|
| 1-Activities | | - General transferable skills, intellectual skills |
| 2-Written Exams:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | 50% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- 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 |

Part I:

- Phonetrics &linguistics: Written Exam (3 hours) + Structured oral Exam
- Anatomy & Embryology and Genetics: Written Exam (3 hours) + structured oral Exam
- Physiology and Medical engineering: Written Exam (3 hours) + Structured oral Exam
- Psychology and Psychometry: Written Exam (3 hours) + Structured oral Exam
- Biostatistics & Computer and Research Methodology: Written Exam (2 hours) + Structured oral Exam+ OSPE

Part II:
- Four Written Exams (3 hours for each): two for Phoniatrics, one for ENT and one for Neurology, Psychology, Rheumatology + structured oral Exam + OSCE

## 10. Evaluation of Program

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

# Course Specifications of Phonetrics and Linguistics in Master degree in Phoniatrics

**Sohag University** **Faculty of Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
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: 1st part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

## A. Basic Information

**Title**: Course Specifications of Phonetics and Linguistics in Master degree in Phoniatrics

**Code**: OTO 0521-200

Total hours :

| Lectures | Practical | Tutorial | Total hours |
|---|---|---|---|
| 30 | 30 | - | 60 |

## B. Professional Information

### 1. Overall Aims of Course

The aim of this program is to provide the postgraduate student with 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 Phoniatrics through providing:

1. Scientific knowledge essential for practice of Phonetics and Linguistics according to the international standards.
2. Active participation in community needs assessment and problems solving.
3. Maintenance of learning abilities necessary for continuous medical education.
4. Maintenance of research interest and abilities.

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

**a) Knowledge and understanding**

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

a1. Mention the normal acquisition and development of the human Language.

**b) Intellectual skills**

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

b1. Conduct research studies and / or write a scientific study on a research Problem.

**c) Professional and practical skills:**

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

c1. Master the basic and modern professional clinical in studying the language Development

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

d3. Assess himself and identify personal learning needs.

d4. Work in a team, and team's leadership in various professional contexts.

d5. Manage time efficiently.

**3. Contents**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| • Communication form and speech processing. | 4 | 2 | 2 |
| • Language development, theories of language acquisitions | 4 | 2 | 2 |
| • Effect of aging on language | 2 | 1 | 1 |
| • Phonology and the phonological development in children. | 3 | 2 | 1 |
| • Prosody and prosodic development | 2 | 1 | 1 |
| • Morphology | 3 | 1 | 2 |
| • Syntax definition, syntactic categories, and development. | 4 | 2 | 2 |
| • Semantics definitions, features, acquisition of word meaning, and theories of semantic development | 4 | 2 | 2 |
| • Pragmatics definitions, function of language, speech acts, and types. | 3 | 2 | 1 |
| • Rules of conversation and development. | 4 | 2 | 2 |
| • Language, cognitive and thought | 3 | 2 | 1 |
| • Cognitive development, meaning and its manifestations, | 4 | 2 | 2 |
| • Acoustic phonetics include sound, sound wave, sound characters (intensity, pitch, quality, wave length) | 3 | 1 | 2 |
| • resonance of the vocal tract, theories, formants, modification of resonance, acoustic features of hyper nasality | 3 | 1 | 2 |
| • acoustic theory of vowels production, and formant frequency | 4 | 2 | 2 |
| • Articulatory phonetics includes speech sounds and vowels productions. | 3 | 1 | 2 |
| • Articulatory phonetics includes consonant articulation, and distinctive features, | 4 | 2 | 2 |
| • Arabic sound and its investigations | 4 | 2 | 2 |
| **Total** | **60** | **30** | **30** |
| **Credit** | **3** | **2** | **1** |

**4. Teaching and Learning Methods**

4.1-lectures.
4.2-practical lessons.
4.3- Assignments for the students to empower and assess the general and transferable skills

**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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.3-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.4-OSPE | -Practical skills, intellectual skills |
| 5.5 assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1… Research assignment Week: 10-12
Assessment 2…. Written Exams Short essay Week: 22-24
Assessment 3….. OSPE Week 24
Assessment 4 …Structured Oral Exams Week 24
Assessment 5 of attendance & absenteeism throughout the course

**Weighting of Assessments**

Written Examination 50 %
Oral, Practical & OSPE Examination. 50 %

Total 100%

Formative only assessments: simple research assignment, attendance and absenteeism

**6. List of References**

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


1- Wafi WAAE (1980) Problems Facing Normal Child Language Development, Ain Shams phoniatrics Dissertation.
2- Ladefoged P (2006). A Course in Phonetics, 5th ed. Fort Worth: Harcourt College.


**6.2- Recommended Books**


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


**6.3-Periodics, Web Sites**

1. 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/.
2. A great website for looking up background information on the languages of the world is SIL's Ethnologue site: http://www.ethnologue.com.

3. Doulos SIL is a freely available phonetics font for your computer. You may download it from this web link:
4. http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=DoulosSILfont
5. 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.
6. McBride-Chang, C. (1995). What is phonological awareness? Journal of Educational Psychology, 87, 179-192.
7. 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.
8. de Boer, B. (2000) Self organization in vowel systems. Journal of Phonetics 28: 441-465.
9. Halle, M. (1995) Feature geometry and feature spreading. Linguistic Inquiry 26: 1-46.

**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 Nabieh

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

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Human Anatomy & Embryology and genetics in Master degree in Phoniatrics

**University of Sohag** **Faculty of Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Human Anatomy & Embryology department and pediatrics department
5. Academic year / Level: 1st part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

## A. Basic Information

**Title**: Course Specifications of Human Anatomy & Embryology and genetics in Master degree in Phoniatrics

**Code**: ANA - Ped 0524-200

Total hours :

| Module | Lectures | Practical | Total hours | Credit |
|---|---|---|---|---|
| Anatomy | 15 | - | 15 | ١ |
| Genetics | 15 | 15 | 15 | 2 |

## B. Professional Information

### 1. Overall Aims of Course

**Anatomy module :**

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

1. Scientific knowledge essential for practice of Phoniatrics according to the international standards.
2. Maintenance of research interest and abilities.

**Genetics module :**

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

1. Scientific knowledge essential for practice of Genetics according to the international standards.
2. Maintenance of research interest and abilities.

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

**Anatomy module :**

**a) Knowledge and understanding**

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

a1. Mention the normal structure and function of the human Larynx on the macro and micro levels.
a2. List the normal growth and development of the human larynx.

**b) Intellectual skills**

By the end of the course the student should be able to:
b1. Link between knowledge for Professional problems' solving.
b2. Plan to improve performance in the field of Anatomy.

**c) Professional and practical skills:**

By the end of the course the student should be able to:
c1. Master the basic and modern professional clinical and surgical skills in the area of Anatomy

**d) General and Transferable skills:**

By the end of the course the student should be able to:
d1. Use information technology to serve the development of professional practice
d2. Use of different sources for information and knowledge.
d3. Work in a team, and team's leadership in various professional contexts.

**Genetics module :**

**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 Genetics.

**b) Intellectual skills**

By the end of the course the student should be able to:
b1. Identify Genetic problems and find solutions.

**c) Professional and practical skills:**

By the end of the course the student should be able to:
c1. Writ and evaluate medical reports.

**d) General and Transferable skills:**

By the end of the course the student should be able to:
d1. Use information technology to serve the development of professional practice
d2. Work in a team, and team's leadership in various professional contexts.
d3. Manage time efficiently.

## 3. Contents

**Anatomy module :**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| The embryological origin of the larynx. | 1 | 1 | - |
| The embryological origin of the face, nose, palate, pharynx, brain. | 1 | 1 | - |
| The anatomy of the skull, the vertebral column and the face | 1 | 1 | - |
| The neck and its triangles, thoracic cavity and the functional anatomy of the lungs. | 1 | 1 | - |
| The anatomical structure of vocal tract includes the ear, nose and pharynx, and palate. | 1 | 1 | - |
| The macroscopic structure of the laryngeal skeleton and related muscular system and | 3 | 3 | - |

| | | | |
|---|---|---|---|
| cavity. | | | |
| The microscopic structure of the vocal folds. | 2 | 2 | - |
| Nerve supply and applied anatomy of the larynx, pharynx and palate. | 1 | 1 | - |
| Development and aging process of the vocal tract. | 1 | 1 | - |
| the anatomical structure and the functional anatomy of the brain (meninges, cerebral cortex, internal structure, limbic lobe, ventricles, diencephalons, cerebellum) | 1 | 1 | - |
| the anatomical structure brain stem (midbrain, pons, medulla, nuclei of the cranial nerves, cranial nerves) | 1 | 1 | - |
| The anatomy of the vascular system and applied anatomy of the brain and brain stem structures | 1 | 1 | - |
| **Total** | **15** | **15** | **-** |
| **Credit** | **1** | **1** | |

**Genetics module :**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| 1.The genetic basis of heredity and Mode of inheritance of genetic diseases. | 4 | 2 | 2 |
| 2.chromosomal abnormalities, autosomal and sex chromosome aberrations, multifactor inheritance and inherited metabolic disorders | 4 | 2 | 2 |
| 3.Syndromes with communication disorders. | 4 | 2 | 2 |
| 4.Syndromes and non-syndromes hearing loss | 4 | 2 | 2 |
| 5.Syndromes with cleft palate. | 4 | 2 | 2 |
| 6.Investigations of genetic disorders. | 4 | 2 | 2 |
| 7.prevention and management of genetic disease | 6 | 3 | 3 |
| **Total** | **30** | **15** | **15** |
| **Credit** | **1** | **1** | **2** |

**4. Teaching and Learning Methods**

4.1-lectures.

4.2-practical lessons.

4.3- Assignments for the students to empower and assess the general and transferable skills

## 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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.3-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.4-OSPE | -Practical skills, intellectual skills |
| 5.5 assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1… Research assignment Week: 10-12
Assessment 2…. Written Exams Short essay Week: 22-24
Assessment 3….. OSPE Week 24-25
Assessment 4 …Structured Oral Exams Week 24
Assessment 5 ……. attendance & absenteeism throughout the course

**Weighting of Assessments**

| | |
|---|---|
| Assignment: | formative exam |
| Observation of attendance & absenteeism | formative exam |
| Written Examination | 50 % |
| Oral, Practical & OSPE Examination. | 50 % |
| Total | 100% |

Formative only assessments: simple research assignment, attendance and absenteeism

## 6. List of References

**Anatomy module :**

6.1- Essential Books (Text Books)

- Fitzgerald M.J.T. (2016): The anatomical basis of medicine and surgery. By Standing s., ELIS H., Healy J. C., Johnson D. and Williams A. Gray's Anatomy. Elsevier; London, New York. Sydney. Toronto.

6.2- Recommended Books

- Stevens A. and Lowe J. S. (2015): Human histology; 5th edition; edited by Elsevier Mosby
- Colored Atlas of anatomy.
- Martini F. H., Timmons M. J. and McKinley M.P. (2015): Human anatomy; 10 edition.
- Tortora G. J. and Nielson M.T. (2016): Principles of human anatomy 14 edition; Edited by John Wiley and Sons ; United states.
- McMinn R.M.H. (2017): Lasts anatomy regional and applied chapter 7; 14 edition, edited by Longman group UK.

**Genetics module :**

6.1- Course Notes

Lecture notes prepared by the staff members in the department.

6.2- Essential Books (Text Books)

Emery's genetics

6.3- Recommended Books

A colored Atlas of genetics and dysmorphology.

6.4-Periodics, Web Sites

**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:**

**Anatomy module :**Dr . Ahlam Abdel Salam Nabih
**Genetics module :**Dr.Ahmed Mohamed Monier

**Head of Department:**

**Anatomy module :**Dr. Mohamed Al Badry.
**Genetics module :**Dr. **Mostafa Abo Sedara**

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Medical Physiology and Medical Engineering in Master degree in Phoniatrics

**Sohag University** **Faculty of Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Medical Physiology department, Pediatrics department
5. Academic year / Level: 1st part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

## A. Basic Information

**Title**: Course Specifications of Medical Physiology and Medical Engineering in Master degree in Phoniatrics

**Code**: OTO – PED 0524-200

| Module | Lectures | Practical | Tutorial | Total hours |
|---|---|---|---|---|
| Medical Physiology | 15 | - | - | 15 |
| Medical Engineering | 15 | 15 | - | 30 |

## B. Professional Information

### 1. Overall Aims of Course

**Physiology module**

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

1. Scientific knowledge essential for practice of Physiology according to the international standards.
2. Maintenance of learning abilities necessary for continuous medical education.
3. Maintenance of research interest and abilities.

**Medical Engineering module**

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

1. Scientific knowledge essential for practice of Medical engineering according to the international standards.
2. Maintenance of learning abilities necessary for continuous medical education.
3. Maintenance of research interest and abilities.

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

**Physiology module**

**a) Knowledge and understanding**

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

a1. Mention the normal physiology of human larynx.

a2. Mention the normal physiology of communication.

a3. Describe the principles and fundamentals of quality in professional practice in the field of Physiology of communication.

**b) Intellectual skills**

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

b1. Plan to improve performance in the field of Physiology of communication.

**c) Professional and practical skills:**

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

c1. Master the basic and modern professional clinical in studying the physiology of voice production.

**d) General and Transferable skills:**

d1. Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

d3. Develop rules and indicators for assessing the performance of others.

d4. Use of different sources for information and knowledge.

d5. Learn himself continuously.

**Medical Engineering module**

**a) Knowledge and understanding**

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

a1. Mention the mutual influence between medical engenering and its impacts on Phoniatrics.

a2. List the principles and fundamentals of quality in professional practice in the field of Medical engenering.

**b) Intellectual skills**

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

b1. Link between knowledge for Professional problems' solving.

b2. Conduct research studies and / or write a scientific study on a research problem.

**c) Professional and practical skills:**

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

c1. Master the basic and modern professional clinical the area of Medical engering.

**d) General and Transferable skills:**

d1. Communicate effectively by all types of effective communication

d2. Use of different sources for information and knowledge

**3. <u>Contents</u>**

**Physiology module**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| - Communication (levels, methods, function). | 1 | 1 | |
| - Respiration: mechanism, types (pectoral, abdominal), role of muscles during phonation and speech. | 1 | 1 | |
| - Measurement of respiratory function capacity. | 1 | 2 | |
| - Larynx functions as sphincters, coughing, laugh, regulation of the parameter, and self | 2 | 2 | |

| | | | |
|---|---|---|---|
| regulatory mechanism. | | | |
| - mechanism of phonation and registers | 2 | 2 | |
| - Mechanism of swallowing. | 2 | 2 | |
| - Higher control of the laryngeal, respiratory movement and swallowing. | 2 | 2 | |
| - Cortical organization for language function: cortical areas, cerebral dominance and its evidence. | 2 | 2 | |
| - Hierarchy of motor organization: LMN, UMN, extrapyramidal, vestibuloreticular, cerebellar and conceptual programming levels | 2 | 2 | |
| Total | 15 | 15 | |
| Credit | 1 | 1 | |

**Medical Engineering module**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| - Principles of electronics | 2 | 1 | 1 |
| - Semiconductors Devices | 3 | 2 | 1 |
| - Amplifiers | 3 | 2 | 1 |
| - Microphones, | 4 | 2 | 2 |
| - Tape reordering | 4 | 2 | 2 |
| - speech intensity | 5 | 2 | 3 |
| - speech spectrogram | 5 | 2 | 3 |
| - Instrument arrays | 4 | 2 | 2 |
| Total | 30 | 15 | 15 |
| Credit | 2 | 1 | 1 |

**4. Teaching and Learning Methods**

4.1-lectures.

4.2-practical lessons.

4.3- Assignments for the students to empower and assess the general and transferable skills

**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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.3-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.4 Computer search assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1… Research assignment Week: 10-12

Assessment 2…. Written Exams Short essay Week: 22-24
Assessment 3…Structured Oral Exams Week 24-25
Assessment 4 of attendance & absenteeism throughout the course

**Weighting of Assessments**

| | |
|---|---|
| Written Examination | 50 % |
| Structured Oral Exams. | 50 % |
| Total | 100% |

Formative only assessments: simple research assignment, attendance and absenteeism

## 6. List of References

**Physiology module**

### 6.1- Essential Books (Text Books)

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

### 6.2- Recommended Books

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

### 6.3-Periodics, Web Sites

a. Sonninen A and Laukkanen AM (2003) whip lash motion hypothesis as a traumatizing mechanism in vocal fold vibration. Folia phoniatr logop 55, 189-198.
b. 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.

**Medical Engineering module**

6.1- Course Notes

Lecture notes prepared by the staff members in the department.

6.2- Essential Books (Text Books)

R. J. BAKEN and ROBERT F. ORLIKOFF (2000) Clinical Measurements of Speech and Voice, Second edition, Singular Publishing Group.

## 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.

**Physiology module**

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

**Head of Department: Dr:** Hoda Mostafa

**Medical Engineering module**

**Course Coordinator: Dr. Ahmed Mohamed Moneir**

**Head of Department: Dr. Mostafa Abo Sedera**

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Psychology and Psychometry in Master degree in Phoniatrics

**Sohag University** **Faculty of Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
2. Major or Minor element of program: Minor
3. Department offering the program: Otolaryngology department
4. Department offering the course: Neurology and psychiatry
5. Academic year / Level: 1st part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

A. **Basic Information**

Title**:** Course Specifications of Psychology in Master degree in Phoniatrics

Cod: NEU 0524-200

Total hours :

| Module | Total | Lecture | Practical |
|---|---|---|---|
| **Psychology** | 15 | 15 | - |
| **Psychometry** | 45 | 15 | 30 |

B. **Professional Information**

**1. Overall Aims of Course**

**Psychology module :**

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

1. Scientific knowledge essential for practice of Psychiatry according to the international standards.
2. Maintenance of learning abilities necessary for continuous medical education.
3. Maintenance of research interest and abilities.

**Psychometry module :**

The aim of this course is to introduce students to basic concepts, theories and schools of thought the world in the areas of measurement and evaluation of psychological as well as by different measuring for use in the diagnosis of different situations in the disease, communication and their application in scientific research of modern work and develop the capacity to collect information from the sources of knowledge varied.

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

**Psychology module :**

**a) Knowledge and understanding**

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

a1. Mention ethical and legal principles of professional practice in the field of Psychology

**b) Intellectual skills**

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

b1. Conduct research studies and / or write a scientific study on a research problem.

**c) Professional and practical skills:**

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

c1. Asses methods and tools existing in the area of Psychology.

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication
d2. Use information technology to serve the development of professional practice
d3. Use of different sources for information and knowledge.
d4. Learn himself continuously.

**Psychometry module:**

**a) Knowledge and understanding**

a1. Describe of theories and schools of thought in the field of measurement.
a2. Mention and understanding of scientific developments and recent trends in the field of measurement.
a3. Mention and understanding of various phenomena and effects in the field of measurement.
a4. Understanding of science related to psychology - whether human, social or natural - to the extent that he can follow-up of specialization.
a5. Mention and understanding of formulas primary research in the field of psychology, research methods, tools and methods of measurement.
a6. Mention and understanding of the ethics of scientific research and professional practice in the field of measurement.

**b) Intellectual skills**

b1. Follow the scientific method of thinking and ways of reasoning.
b2. Diagnose the causes of mental and psychological diseases, communication and propose different solutions to them.
b3. Learn about the chronology of the various phenomena in the field of psychology.

**c) Professional and practical skills:**

c1. Collection of factual data (quantitative and qualitative) and historic in the field of psychological measurement, analysis and reporting.
c2. The ability to apply psychological tests Assembly and analysis of their results.
c3. The ability to read and understand the results of the application of individual psychological tests.

**d) General and Transferable skills:**

d1. Use the potential of computer technology and modern media to communicate and access and search for information.
d2. Teamwork and team management.
d3. Communicate ideas in writing, either.
d4. Use methods of critical thinking.
d5. The ability to ask research questions.

**3. Contents**

**Psychology module :**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| Personality (approaches, development, clinical types) | 2 | 2 | |

| | | | |
|---|---|---|---|
| Intelligence (growth, constancy, distribution, mental retardation). | 2 | 2 | |
| Perception (definition, factors affecting, disturbance). | 1 | 1 | |
| Attention (factors stimulating, types). | 2 | 2 | |
| Learning (methods, factors affecting, remembering, and psychological basis). | 2 | 2 | |
| Thinking (imagination, types, and disorders). | 2 | 2 | |
| 2- Frustrations (conflicts, reactions, defensive mechanisms) | 2 | 2 | |
| Motivation (Theories, classification). | 2 | 2 | |
| **Total** | **15** | **15** | |
| **Credit** | **1** | **1** | |

**Psychometry module :**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| The concept of measurement and evaluation | ١ | ١ | - |
| Importance of measurement in the field of communication | ٢ | ٢ | - |
| Individual differences and intelligence | 7 | ٢ | 5 |
| Classification of mental retardation Psychological tests with | 7 | ٢ | 5 |
| measurement validity and reliability | 10 | ٢ | 8 |
| Projective tests | 9 | ٢ | 7 |
| Models for the application of tests | 10 | ٢ | 8 |
| Diagnosis through tests | 9 | ٢ | 7 |
| **Total** | **45** | **١٥** | **30** |
| **Credit** | **3** | **1** | **2** |

**4. Teaching and Learning Methods**

4.1-lectures.

4.2-practical lessons.

4.3- Assignments for the students to empower and assess the general and transferable skills

**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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.4-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.5-OSPE | -Practical skills, intellectual skills |
| 5.6 Computer search assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

| | |
|---|---|
| Assessment 1…. Written Exams Short essay | Week: 22-24 |
| Assessment 2….. OSPE | Week 24-25 |
| Assessment 3 …Structured Oral Exams | Week 24-25 |

Assessment 4 …….. attendance & absenteeism throughout the course

**Weighting of Assessments**

| | |
|---|---|
| Assignment: | formative exam |
| Observation of attendance & absenteeism | formative exam |
| Written Examination | 50 % |
| Oral & OSPE Examination. | 50 % |
| Total | 100% |

Formative only assessments: simple research assignment, attendance and absenteeism

## 6. List of References

**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

1. 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)
2. The ICD-10 Classification of Mental and Behavioural Disorders:
   Diagnostic
   Criteria for Research
   Paperback: 261 pages
   Publisher: World Health Organization (November 1993)
3. The Maudsley Prescribing Guidelines, Tenth Edition
   Paperback: 544 pages
   Publisher: Informa Healthcare; 10 edition (October 30, 2009)
4. Lishman's Organic Psychiatry
   Hardcover: 948 pages
   Publisher: Wiley-Blackwell; 4 edition (August 10, 2009)
5. Companion to Psychiatric Studies (MRCPsy Study Guides)
   Paperback: 864 pages
   Publisher: Churchill Livingstone; 8 edition (September 1, 2010)

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

1. Archives of General Psychiatry
2. http://archpsyc.ama-assn.org/
3. Journal of the American Psychiatric Association (APA).
4. http://ajp.psychiatryonline.org/

5. Schizophrenia *Bulletin*
6. http://schizophreniabulletin.oxfordjournals.org/
7. *The* British Journal of Psychiatry
8. http://bjp.rcpsych.org/
9. Journal of Clinical Psychiatry
10. http://www.psychiatrist.com/default2.asp
11. The Journal of Child Psychology and Psychiatry
12. http://www.wiley.com/bw/journal.asp?ref=0021-9630
13. Molecular Psychiatry
14. http://www.nature.com/mp/index.html
15. websites
16. http://www.psychiatrist.com/
17. http://www.ncbi.nlm.nih.gov/pubmed/
18. www:all about psych.com

**Psychometry module :**

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

Mohamed Khedr Abd Elmokhtar psychometrics, Book Center, College of Arts, Sohag 0.2009

**6.2- Recommended Books:**

1. psychometrics, Safwat Farah, Anglo-Egyptian
2. Social Psychology. Abdul Latif Khalifa
3. Alienation and extremism to violence. Mohamed Khodr

**6.3-Periodics, Web Sites**

1. Psychological studies published by the Association of psychiatric staff specialists
2. Journal of Psychology published by the Public Authority for book

**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:** Prof. hemad badary

**Head of Department:**Prof/ Gareeb Fawy Mohamed

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Applied biostatistics (with computer use) and Research Methodology in Master degree of Phoniatrics

**Sohag University** **Faculty of Medicine**

1. Program title : Master degree in Phoniatrics
2. Major/minor element of the program : Minor
3. Department offering the course: Community Medicine and public Health Dep.
4. Department offering the program: Phoniatrics
5. Academic year /level : 1st part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

## A. Basic Information

**Title:** Master degree in Phoniatrics Statistics and Computer use for health services **and Research Methodology**

**Code:** COM: 0524-200

**Total Hours:**

| Title | Lectures | Practical/ surgical | Total | credit |
|---|---|---|---|---|
| Applied biostatistics and computers & Research methodology | 15 | 30 | 45 | 2 |

## B. Professional Information

**Applied Biostatistics Module:**

**1. Overall Aims of Course**

**Applied Biostatistics Module:**

a. To influence the students to adopt an analytical thinking for evidence based medicine.
b. To use precisely the research methodology in researches and computer programs SPSS, Epi Info and Excel in data analysis.

**Research Methodology 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 specialty and necessary to provide further training and practice in the field of Public health and Community Medicine through providing:

1. Recent scientific knowledge essential for the mastery of practice of Public Health and Community Medicine according to the international standards.

2. Skills necessary for preparing for proper diagnosis and management of community problems, skills for conducting and supervising researches on basic scientific methodology.
3. Ethical principles related to the practice in this specialty.
4. Active participation in community needs assessment and problems identification.
5. Maintenance of learning abilities necessary for continuous medical education.
6. Upgrading research interest and abilities.

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

**Applied Biostatistics Module:**

**a) Knowledge and understanding:**

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

a1. Mention 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. Mention how to collect and verify data from different sources

b2. Interpret data to diagnose prevalent problems Phonetics

**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 and in management of prevalent problems in Phonetics

**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.

**Research Methodology Module:**

**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. Mention 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 adds to knowledge.

b2. Formulate scientific papers in the area of public health and community medicine

b3. Innovate and create researches to find solutions to prevalent community health problems

b4. Criticize researches related to public health and community medicine

**c) Professional and Practical Skills:**

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

c1. Enumerate the basic and modern professional skills in conducting researches in the area of public health and community medicine.

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** |
|---|---|---|---|
| **Applied Biostatistics Module:** | | | |
| Recent advances in collection, analysis and interpretation of data | 3 | 1 | 2 |
| -Details of Tests of significance: Proportion test | 3 | 1 | 2 |
| -Chi-square test | 1.5 | .5 | 1 |
| -Student T test | 1.5 | .5 | 1 |
| -Paired T test | 1.5 | .5 | 1 |
| -Correlation | 1.5 | .5 | 1 |
| -Regression | 2 | 1 | 1 |
| -ANOVA test | 3 | 1 | 2 |
| -Discrimination analysis | 3 | 1 | 2 |
| -Factor analysis | 3 | 1 | 2 |
| -Parametric and non parametric tests | 4.5 | .5 | 4 |
| **Research Methodology Module:** | | | |
| Details of epidemiological studies (case control, cohort and cross sectional ) | 3 | 1 | 2 |
| Clinical trials, Quasi experimental study | 3 | 1 | 2 |
| Bias and errors | 2 | 1 | 1 |
| Setting a hypothesis | 1.5 | .5 | 1 |
| Recent advances in screening | 1.5 | .5 | 1 |

| | | | |
|---|---|---|---|
| - Evidence – based Medicine:<br>Concept and examples<br>Applicability<br>Scientific writing:<br>A protocol<br>A curriculum | 3 | 1 | 2 |
| Setting an objective<br>- Critical thinking | 2 | 1 | 1 |
| Formulation of papers | 1.5 | .5 | 1 |
| **Total hours** | **45** | **15** | **30** |
| **Total Credit hours** | **2** | **1** | **1** |

## 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 Exams: | - Knowledge |
| -Short essay: 40% | - Knowledge |
| -structured questions: 25% | - Knowledge, intellectual skills |
| -MCQs: 20% | - Intellectual skills, General transferable skills, |
| -Commentary, Problem solving: 15% | - Practical skills, intellectual skills |
| 5.3-Structured Oral Exams | - Knowledge |
| 5.4Computer search assignment | - general transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1….Final written exam Week: 24
Assessment 2…..Final 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 oral Examination | 50% |
| Total | 100% |

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

## 6. List of References

**Applied Biostatistics Module:**

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

1-Maxy-Rosenau Public health and preventive medicine, 2008.,Robert Wallace, publisher McGraw-Hill Medical; 15 edition.

**6.2- Recommended Books**

1- Dimensions of Community Based projects in Health Care, 2018. Arxer, Steven L., Murphy, John W.; 1st edition.
2- Parks Text Book of Preventive & Social Medicine. 2017., K. Park. BanarsidasBhanot Publishers; 23 edition.
3- Clinical Epidemiology: The Essentials, 2013, Robert F., Suzanne W. Fletcher, Grant S., publisher Lippincott Williams & Wilkins; 5 edition.

**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

**Research Methodology Module:**

**6. 6.1- Essential Books (Text Books)**

1-Maxy-Rosenau Public health and preventive medicine, 2008.,Robert Wallace, publisher McGraw-Hill Medical; 15 edition.

**6.2- Recommended Books**

1- Dimensions of Community Based projects in Health Care, 2018. Arxer, Steven L., Murphy, John W.; 1st edition.
2- Parks Text Book of Preventive & Social Medicine. 2017., K. Park. BanarsidasBhanot Publishers; 23 edition.
3- Clinical Epidemiology: The Essentials, 2013, Robert F., Suzanne W. Fletcher, Grant S., publisher Lippincott Williams & Wilkins; 5 edition.

**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:

**Applied Biostatistics Module:**

- Adequate conditioned space for staff and assistants.
- Adequate conditioned teaching facilities.
- Audiovisual Aids: Data show, overhead and slide projectors and their requirements.

**Research Methodology Module:**

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

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

**Course Coordinator: Dr/** Rasha Abd El-Hameed

**Head of Department:** Prof/Ahmed Fathy Hammed

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Phoniatrics in Master degree in Phoniatrics

**Sohag University** **Faculty of Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
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: 2nd part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

## A. Basic Information

Title**:** Course Specifications of Phoniatrics in Master degree in Phoniatrics
Code: OTO 0524-200
Total hours :

| Lectures | No of hrs | Lecture | Practical |
|---|---|---|---|
| **Total** | **490** | **140** | 350 |

## B. Professional Information

### 1. Overall Aims of Course

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

1. Scientific knowledge essential for practice of Phoniatrics according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Phoniatrics 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 solving.
5. Maintenance of learning abilities necessary for continuous medical education.
6. Maintenance of research interest and abilities.

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

#### a) Knowledge and understanding

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 phoniatric diseases.
a3. Mention recent advances in the causation of phoniatric problems and their pathogenesis.
a4. List the clinical picture and differential diagnosis of phoniatric illnesses.

a5. Enumerate recent advances in the common diagnostic and laboratory techniques necessary to establish diagnosis of phoniatric.
a6. Describe recent advances in the various therapeutic methods/alternatives used for phoniatric.
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 Phoniatrics.
a9. List the principles and fundamentals of quality assurance of professional practice in the field of Phoniatrics
a10. Mention the effect of professional practice on the environment and the methods of environmental development and maintenance.

**b) Intellectual skills**

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

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

**c) Professional and practical skills:**

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

c1. Master the basic and modern professional clinical and surgical skills in the area of Phoniatrics
c2. Writ and evaluate medical reports.
c3. Evaluate and develop methods and tools existing in the area of Phoniatrics

**d) General and Transferable skills:**

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.

**3. Content :**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| **Communication disorders** | | | |
| **Voice disorders :** | | | |
| 8. classification of voice disorders | 9 | 2 | 7 |
| 9.Organic causes of voice disorders (congenital, inflammations, dysplasia, endocrinopathies, sulcus glottideus, vocal fold immobility, spastic dysphonia, malignant neoplasms) | 12 | 2 | 10 |
| 10. Non organic causes of voice disorders.(psychogenic | 12 | 2 | 10 |

| | | | |
|---|---|---|---|
| dysphonia, aphonia, Hyperfunction dysphonia, hypofunctional dysphonia, ventricular dysphonia) | | | |
| 11. Minimal associated pathology (polyp, nodules, rienk's) | 12 | 2 | 10 |
| **Swallowing disorders** | | | |
| 12. stages of swallowing, etiology, associated symptoms | 12 | 2 | 10 |
| **Speech disorders :** | | | |
| 13. Dyslalias definitions, etiology, types, factors affecting severity and recovery, malocclusion problems | 17 | 2 | 15 |
| 14. Nasality: velopharyngeal incompetence, types, etiology, problems associated with VPI, epidemiology. | 14 | 2 | 12 |
| 15. Dysarthias: classifications, types, characteristics feature. Apraxia of speech and oral apraxia. | 12 | 2 | 10 |
| 16. Stuttering, definitions, theories, development, symptomatology, severity, prognosis. | 12 | 2 | 10 |
| **Language disorders:** | 12 | | 12 |
| 17. Delayed language development: definitions, classification, etiology, Brain damage motor handicapped, Hard of hearing, Pervasive disorders, impact of the ailment, Multiply handicapped children. | 17 | 2 | 15 |
| 18. Aphasia: classifications, language organization, symptomatology, spontaneous recovery, Agnosia | 18 | 2 | 16 |
| 19. **Learning disorders and Dyslexia**: definitions, etiology, features | 14 | 2 | 12 |
| **Assessment and measures of evaluation.** | | | |
| 20. **Voice evaluation:** 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. | 17 | 2 | 15 |
| 21. **Diagnosis of swallowing** disorders by dynamic and nondynamic measures. | 18 | 2 | 16 |
| **Speech disorders:** | | | |
| 22. 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. | 18 | 2 | 16 |
| 23. Diagnosis of dysarthria, preliminary diagnostic procedures, clinical diagnostic aids, investigation of neurological disorders, aerodynamic and acoustic studies, EMG, position sensitive detectors. | 19 | 3 | 16 |
| 24. Diagnosis of Stuttering, elementary procedures, intellectual and personality tests, spectrograph, EEG, brain electrical activity mapping, EMG, central auditory testing. | 18 | 3 | 15 |
| **Language disorders:** | | | |
| 25. Delayed language development, history taking, neurological and ENT examination, and communicative, | 17 | 2 | 15 |

| | | | |
|---|---|---|---|
| psychological assessment. | | | |
| 26. Assessment of aphasias, psychological testing, language testing, methods, neurological examination, tests for apraxia and agnosia, tests for dyslexia. | 18 | 2 | 16 |
| **Management of communication disorders** | | | |
| 27. Care for dysphonic patients by pharmacological and voice behavior modification therapy. | 17 | 2 | 15 |
| 28. Appropriate rehabilitation for individual laryngectomy | 17 | 2 | 15 |
| 29. Proper strategy for treatment of dysphagia. | 17 | 2 | 15 |
| 30. The communicative intervention programs for hypernasality. | 17 | 2 | 15 |
| 31. Programs for treatment of Dysarthria and phonological problems. | 19 | 2 | 17 |
| 32. Treatment strategies for stuttering. | 19 | 2 | 17 |
| 33. Intervention program for delayed language development (counseling for families and training programs). | 17 | 2 | 15 |
| 34. Intervention methods for dysphasia | 17 | 2 | 15 |
| 35. Therapeutic methods for dyslexia | 17 | 2 | 15 |
| **surgical Management of communication disorders** | | | |
| 36. Voice prosthesis. | 14 | 2 | 12 |
| 37. Extirpation endolaryngeal microsurgery | 14 | 2 | 12 |
| 38. Vocal fold augmentation and repositioning & intracordal injections. | 17 | 2 | 15 |
| 39. Reconstructive phonosurgery in partial laryngectomy. | 17 | 2 | 15 |
| **Total** | 490 | 140 | 350 |
| **Credit** | 20 | 9 | 11 |

**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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.4-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.5-OSCE | -Practical skills, intellectual skills<br>General transferable skills |
| 5.6 Computer search assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1… Research assignment … Week: 96

Assessment 2…. Final written exam…. Week: 96

Assessment 3…..Final oral exam…….. Week: 96
Assessment 4….. OSCE …….. Week: 96
Assessment 5….. 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% |
| OSCE | 50% |
| Total | 100% |

Formative only assessments: Log book, attendance and absenteeism

## 6. List of References

### 6.1- Essential Books (Text Books)


a. Zemlin, W. R. (1988) Speech and Hearing Science: Anatomy and Physiology. 3rd Edition. Englewood Cliffs, NJ: Prentice-Hall.
b. Deem JF and Miller L (2000) Manual of voice therapy. 2nd ,, Edi., Pro-ed an international bublisher, Austin, Texas.
c. Rosen CA and Murry T (2000) Voice disorders and phonosurgery I, II the Otolaryngologic clinics of North America, 33, 4.
d. Gleeson M, Browing 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.
e. 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
www. Stutteringfoundation.com

## 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**.**

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

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Otolaryngology, Audiology, Internal Medicine and Plastic surgery in Master degree in Phoniatrics

**Sohag University** **Faculty of Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
2. Major or Minor element of program: Major
3. Department offering the program: Otolaryngology department
4. Department offering the course: Otolaryngology, Internal Medicine and Plastic surgery.
5. Academic year / Level: 2nd part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018
7. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

A. **Basic Information**

Title**:** Course Specifications of Otolaryngology, Audiology, Internal Medicine & Plastic surgery in Master degree in Phoniatrics

Code: OTO-AUD-MED-PLA 0524-200

Total hours :

| **Lectures** | **No of hrs** | **Lecture** | **Clinical** |
|---|---|---|---|
| **Otolaryngology Module** | **22.5** | **7.5** | **15** |
| **Audiology Module** | **22.5** | **7.5** | **15** |
| **Internal Medicine Module** | **7.5** | **7.5** | **---** |
| **Plastic Module** | **15** | **15** | - |
| **Total** | **67.5** | **37.5** | 30 |

**A. Professional Information**

**1. <u>Overall Aims of Course</u>**

**Otolaryngology Module**

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

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

**Audiology Module**

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

1. Scientific knowledge essential for practice of Phoniatrics according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Audiology including diagnostic, problem solving and decision making and operative skills.
3. Maintenance of research interest and abilities.

**Internal Medicine Module**

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

1. Scientific knowledge essential for practice of Endocrinology according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Phoniatrics including diagnostic, problem solving and decision making.
3. Maintenance of research interest and abilities.

**Plastic Module**

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

1. Scientific knowledge essential for practice of Plastic surgery according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Plastic surgery including diagnostic, problem solving and decision making and operative skills.

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

**Otolaryngology Module**

**a) Knowledge and understanding**

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

a1. List the abnormal structure, function, growth and development of human larynx.

a2. List the clinical picture and differential diagnosis of Otolarngeology problems related to Phoniatrics.

**b) Intellectual skills**

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

b1. Link between knowledge for Professional problems' solving.

**c) Professional and practical skills:**

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

c1. Perform Otolaryngeological examination.

c2. Writ and evaluate medical reports.

**d) General and Transferable skills:**

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

**d1.** Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

**Audiology Module**

**a) Knowledge and understanding**

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

a1. List the clinical picture and differential diagnosis of Audiological problems related to Phoniatrics.

**b) Intellectual skills**

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

b1. Link between knowledge for Professional problems' solving.

**c) Professional and practical skills:**

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

c1. Writ and evaluate audiological reports.

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

**Internal Medicine Module**

**a) Knowledge and understanding**

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

a1. List the clinical picture and differential diagnosis of Endocrinlogical problems related to Phoniatrics.

**b) Intellectual skills**

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

b1. Link between knowledge for Professional problems' solving.

**c) Professional and practical skills:**

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

c1. Writ and evaluate medical reports.

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

**Plastic Module**

**a) Knowledge and understanding**

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

a.1 List the clinical picture and differential diagnosis of Plastic illnesses related to Phoniatrics.

**b) Intellectual skills**

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

b.1 Link between knowledge for Professional problems' solving.

**c) Professional and practical skills:**

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

c.1 Writ and evaluate medical reports.

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

**3. <u>Course contents</u>**

**Otolaryngology Module**

| Topics | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| Nasal Disease | 3 | 1 | 2 |
| Pharyngeal disease | 3 | 1 | 2 |
| Otological problems | 3 | 1 | 2 |
| Laryngeal problems | 3.5 | 1.5 | 2 |
| Diagnose of the Ear, Nose and Throat disease | 3 | 1 | 2 |
| management of Ear, Nose and Throat disease | 3.5 | 1.5 | 2 |
| Tracheostomy | 3.5 | .5 | 3 |
| **Total** | **22.5** | **7.5** | **15** |

**Audiology Module**

| **Title** | **No. of hours** | **Lecture** | **Tutorial/ Practical** |
|---|---|---|---|
| the basic acoustics and perception of sounds | 7.5 | 2.5 | 5 |
| evaluate hearing impaired child (types of impairment and tests available significant to the impairment) | 7.5 | 2.5 | 5 |
| Organization of rehabilitation plans (Hearing assistance devices and Aural-oral rehabilitation of the hearing impaired). | 7.5 | 2.5 | 5 |
| Total | 22.5 | 7.5 | 15 |

**Internal Medicine Module**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| 1. Endocrinal gland | 1.5 | 1.5 | |
| Thyroid disease. | 1.5 | 1.5 | |
| Pituitary gland disease. | 1.5 | 1.5 | |
| Diabetes mellitus | 1.5 | 1.5 | |
| Esophageal dysphagia | 1.5 | 1.5 | |
| **Total** | 7.5 | 7.5 | |

**Plastic Module**

| Topic | No. of hours | Lecture | Tutorial/ |
|---|---|---|---|

| | | | |
|---|---|---|---|
| | | | Practical |
| Development and surgical anatomy of the palate. | 1,5 | 1.5 | |
| Development and surgical anatomy of the head and neck | 1.5 | 1.5 | |
| diagnosis of palatal disease | 1.5 | 1.5 | |
| surgical treatment of the palate | 3 | 3 | |
| **Total** | 7.5 | 7.5 | |

**4. Teaching and Learning Methods**

4.1-lectures.
4.2-Clinical lessons.
4.3-Practical lessons
4.4- Assignments for the students to empower and assess the general and transferable skills

**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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.4-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.5-OSCE | -Practical skills, intellectual skills<br>General transferable skills |
| 5.6 Computer search assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1… Research assignment Week: 10-12
Assessment 2…. Written Exams Short essay Week: 96
Assessment 3. ….Practical Exams Week 24-25
Assessment 3….. OSCE Week 24-25
Assessment 4 …Structured Oral Exams Week 96
Assessment 5 of attendance & absenteeism throughout the course

**Weighting of Assessments**

Assignment: formative exam
Observation of attendance & absenteeism formative exam
Written Examination 50 %
Oral, Practical & OSCE Examination. 50 %

Total 100%

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

**6. List of References**

**Otolaryngology Module**

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

Scott-Brown's Otolaryngology

**6.2- Recommended Books**

Logan Turner's Diseases of the Nose, Throat and Ear

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

1. Journal of Laryngology and Otology, Laryngoscope
2. Achieves of otolaryngology-Head& Neck Surgery,
3. Clinical Otolaryngology.

**Audiology Module**

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

1. Hand book of clinical Audiology (Katz).
2. Introduction to Audiology (Martin).

**6.2- Recommended Books**

1. Auditory Brainstem Response (Jacobson).
2. Central auditory dysfunction (Keith).
3. Hearing aid evaluation (Skinner).

**6.3-Periodics, Web Sites**

Audiology on line

**Internal Medicine Module**

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

- Kumar and Clarke Textbook of Medicine; Parveen Kumar and Richard Clark; Blackwell Science; 14th edition, 2007
- -Hutchison's Clinical Methods; Robert Hutchison; Harry Rainy; 21st edition;2003

**6.2- Recommended Books**

- Cecil Text book of Medicine; McGraw Hill; 16th edition, 2007.
- Harrisson's Textbook of Medicine, McGraw Hill, 2005.

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

**Plastic Module**

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

- GRABB AND SMITH'S PLASTIC SURGERY 6th edition (2007).
- Plastic, maxillofacial and reconstructive surgery Georgiade 3rd edition (1997).

**6.2- Recommended Books**

- Facial_Plastic_Reconstructive_and_Trauma_Surgery Schwartz principles of Surgery /8th edition, (2005).
- Weerda_Reconstructive Facial Plastic Surgery-A Problem-Solving Manual (2001).
- PLASTIC SURGERY 1st edition (2006), edited by Joseph McCarthy.

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

- American Journal of plastic surgery
- British Journal of plastic surgery
- Journal of plastic and reconstructive surgery
- American association of surgery of the hand.
- The plastic Surgery.
- Archives of plastic Surgery.
- www.google.com
- WWW.emedicine.com

- www.pubmed.com
- www.medscape.com
- www.freemedicaljournals.com
- www.freebooks4doctors.com
- www.highwire.com

**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:**

**Otolaryngology Module:** Dr. Ahlam Abdel Salam Nabih
**Audiology Module:** Dr. Ahlam Abdel Salam Nabih
**Internal Medicine Module:** Dr. Mohamed Mustafa Ahmed Malak
**Plastic Module**: Dr. Tarek Abo El Ezz

**Head of Department:**

**Otolaryngology Module:** Prof. Mohamed Abdel-Kader
**Audiology Module**: Dr. Mohamed Abdel Kader
**Internal Medicine Module:** Prof. Usama Ahmed Arafa
**Plastic Module**: Dr. Gamal Yousef

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**

# Course Specifications of Neurology and psychiatry & Rheumatology in Master degree in Phoniatrics

**University… Sohag** **Faculty ...Medicine**

1. Program on which the course is given: Master degree in Phoniatrics.
2. Major or Minor element of program: Major
3. Department offering the program: Otolaryngology department
4. Department offering the course: Neurology and psychiatry & Physical medicine ,Rheumatology & Rehabilitation Department
5. Academic year / Level: 2nd part
6. Date of specification approval: Faculty council No. "317", decree No. "1533" dated 17/12/2018

## A. Basic Information

**Title**: Course Specifications of Neurology, Psychiatry & Rheumatology in Master degree in Phoniatrics

Code: neu:0518-200

Total hours:

| Lectures | No of hrs | Lecture | Clinical |
|---|---|---|---|
| **Neurology Module** | **37.5** | **7.5** | **30** |
| **Psychiatry Module** | **7.5** | **7.5** | **---** |
| **Rheumatology Module** | **7.5** | **7.5** | **---** |
| **Total** | **52.5** | **22.5** | **30** |

## B. Professional Information

### 1. Overall Aims of Course

**Neurology Module**

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

a. Scientific knowledge essential for practice of Neurology according to the international standards.
b. Skills necessary for proper diagnosis and management of patients in the field of Neurology including diagnostic, problem solving and decision making and operative skills.
c. Maintenance of research interest and abilities.

**Psychiatry Module**

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

a. Scientific knowledge essential for practice of Psychology according to the international standards.

**b.** Skills necessary for proper diagnosis and management of patients in the field of Psychology including diagnostic, problem solving and decision making.

**Rheumatology Module**

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

1. Scientific knowledge essential for practice of Rheumatology according to the international standards.
2. Skills necessary for proper diagnosis and management of patients in the field of Rheumatology including diagnostic, problem solving and decision making.

**2. <u>Intended Learning Outcomes of Course (ILOs):</u>**

**Neurology Module**

**a) Knowledge and understanding**

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

a.1 List the clinical picture and differential diagnosis of Neurological illnesses related to Phoniatrics.

a.2 Enumerate investigation into the anatomy ,and functional neurophysiology.

a.3 Mention scientific developments in the field of Neurology

**b) Intellectual skills**

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

b.1 Link between knowledge for Professional problems' solving.

b.2 Assess risk in professional practices in the field of Neurology

**c) Professional and practical skills:**

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

c.1 Perform neurological examination.

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use appropriate computer program packages.

**Psychiatry Module**

**a) Knowledge and understanding**

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

a1. List the clinical picture and differential diagnosis of Psychological illnesses related to Phoniatrics.

**b) Intellectual skills**

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

b1. Link between knowledge for Professional problems' solving.

b2. Assess risk in professional practices in the field of Psychology

**c) Professional and practical skills:**

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

c1. Perform Psychological examination.

c2. Evaluate methods and tools existing in the area of Psychology

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use appropriate computer program packages.

**Rheumatology Module**

**a) Knowledge and understanding**

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

a1. List the clinical picture and differential diagnosis of Reumatological problems related to Phoniatrics.

**b) Intellectual skills**

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

b1. Link between knowledge for Professional problems' solving.

**c) Professional and practical skills:**

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

c1. Writ and evaluate medical reports.

**d) General and Transferable skills:**

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

d1. Communicate effectively by all types of effective communication

d2. Use information technology to serve the development of professional practice

**3. Course contents**

**Neurology Module**

| **Title** | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| 1- Proper neurological examination | 5 | 1 | 4 |
| 2- Diagnosis and management of disorders of the Cranial nerves | 5 | 1 | 4 |
| 3- cerebral vascular disorders (Stroke) | 6.5 | 1.5 | 5 |
| 4- extrapyramidal syndrome | 3.5 | .5 | 3 |
| 5- degenerative disorders | 2.5 | .5 | 2 |
| 6- demylinating diseases | 5 | 1 | 4 |
| 7- epilepsy | 5 | 1 | 4 |
| 8- Cerebellar ataxia | 2.5 | .5 | 2 |
| 9- Motor Neuron disease | 2.5 | .5 | 2 |
| Total | 37.5 | 7.5 | 30 |

**Psychiatry Module**

| **Title** | **No. of hours** | **Lecture** | **Tutorial/ Practical** |
|---|---|---|---|
| 10- adult and child psychiatry | 1 | 1 | |
| 11- Psychoneurosis (anxiety disorders). | 1 | 1 | |
| 12- Psychoneurosis (dissociative disorders). | 1 | 1 | |
| 13- Psychosis (mood disorders, schizophrenia), | 1 | 1 | |
| 14- Psychosis (organic psychosis, delirium, dementia). | 1 | 1 | |
| 15- Child psychiatry (mental retardation, behavior disturbances, psychotic disorders). | 1.5 | 1.5 | |
| 16- Pharmacological and Behavioral therapy | 1 | 1 | |
| **Total** | 7.5 | 7.5 | |

**Rheumatology Module**

| Topic | No. of hours | Lecture | Tutorial/ Practical |
|---|---|---|---|
| Collagen disease (definition, differential diagnosis, management). | 2.5 | 2.5 | |
| Rehabilitation of the brain damage motor handicap child. | 2 | 2 | |
| Rehabilitation of hemiplegics patient. | 1.5 | 1.5 | |
| Physiotherapy (definition and types). | 1.5 | 1.5 | |
| **Total** | **7.5** | **7.5** | |

**4. Teaching and Learning Methods**

4.1-lectures.

4.2-Clinical lessons.

**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:<br>-Short essay: 40%<br>-structured questions: 25%<br>-MCQs: 20%<br>-Commentary, Problem solving: 15% | <br>- Knowledge<br>- Knowledge<br>- Knowledge, intellectual skills<br>- Intellectual skills, General transferable skills, |
| 5.4-Structured Oral Exam | - Knowledge, Intellectual skills, General transferable skills |
| 5.5-OSCE | -Practical skills, intellectual skills<br>General transferable skills |
| 5.6 Computer search assignment | -General transferable skills, intellectual skills |

**Assessment Schedule**

Assessment 1…. Written Exams Short essay Week: 96
Assessment 2 …Structured Oral Exams Week 96
Assessment 3 … OSCE Week 96

Assessment 4 of attendance & absenteeism throughout the course

**Weighting of Assessments**

Observation of attendance & absenteeism formative exam
Written Examination 50 %
Oral, Clinical & OSCE Examination. 50 %

Total 100%

Formative only assessments: Log book, attendance and absenteeism.

**6. List of references:**

**Neurology Module**

1) **<u>Essential books:</u>**
   - Brain 's Disease of The Nervous System.
   - Adams & Victor's ,Principle of Clinical Neurology.
2) **<u>Recommended books:</u>**

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

3) **Periodicals , Web Sites:**
   - http://www.google .com
   - http://www.ncbi.nlm.gov .com
   - http://www.freemedicaljournals.com

**Psychiatry 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

1. 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)
2. The ICD-10 Classification of Mental and Behavioural Disorders: Diagnostic Criteria for Research
   Paperback: 261 pages
   Publisher: World Health Organization (November 1993)
3. The Maudsley Prescribing Guidelines, Tenth Edition
   Paperback: 544 pages
   Publisher: Informa Healthcare; 10 edition (October 30, 2009)
4. Lishman's Organic Psychiatry
   Hardcover: 948 pages
   Publisher: Wiley-Blackwell; 4 edition (August 10, 2009)
5. Companion to Psychiatric Studies (MRCPsy Study Guides)
   Paperback: 864 pages
   Publisher: Churchill Livingstone; 8 edition (September 1, 2010)

6.3- Periodicals, Web Sites, … etc

1. Archives of General Psychiatry
2. http://archpsyc.ama-assn.org/
3. Journal of the American Psychiatric Association (APA).
4. http://ajp.psychiatryonline.org/
5. Schizophrenia Bulletin
6. http://schizophreniabulletin.oxfordjournals.org/
7. The British Journal of Psychiatry
8. http://bjp.rcpsych.org/
9. Journal of Clinical Psychiatry
10. http://www.psychiatrist.com/default2.asp
11. The Journal of Child Psychology and Psychiatry
12. http://www.wiley.com/bw/journal.asp?ref=0021-9630

13. Molecular Psychiatry
14. http://www.nature.com/mp/index.html
15. websites
16. http://www.psychiatrist.com/
17. http://www.ncbi.nlm.nih.gov/pubmed/
18. www:all about psych.com

**Rheumatology Module**

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

PM & R secrets 2004

**6.2- Recommended Books**

Delisa Textbook of Rehabilitation and Physical Medicine, 2004

**6.3-Periodics, Web Sites**

**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:**

**Neurology Module**: Prof : Hemaid Moustafa Azabe
**Psychiatry Module:** Prof : Hemaid Moustafa Azabe
**Rheumatology Module:** Dr. Sahar Abd El rahman

**Head of Department**

**Neurology Module**: Prof. Ghareb El-fawy
**Psychiatry Module:** Prof. Ghareb El-fawy
**Rheumatology Module:** Dr. Mohamed Ali Esmail

**Date: 18/12/2011, Revised:1/9/2012, Revised:1/12/2013, Revised:1/12/2018**