



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

(According to currently applied Credit point bylaws)

Neurology and Psychiatry
Department
Faculty of Medicine
Aswan University
2019-2020

Contents		
ltem	Page	
Program Specification For MD Psychiatry,		
2016-2017		
A. Basic Information	3	
B. Professional Information	4	
1. Program aims		
2. Intended learning outcomes (ILOs) for the whole		
program		
3. Program academic standards		
4. Program external references		
5. Program structure and contents		
6. Courses contents and Matrixes (Annex 1)		
7. Admission requirements		
8. Progression and completion requirements		
9. Assessment methods and rules		
10. Program evaluation		
11. Declaration		
- Annex 1, Courses Specifications and Matrixes	24	
Course 1: Medical statistics.	25	
Course 2: Research methodology	31	
Course 3: Medicolegal Aspects & Ethics in Medical Practice and	37	
Scientific Research		
Course 4 Neurophysiology and Neuropsychopharmacology	43	
Course 5 Psychology& Psychopathology	55	
Course 6: Neuropathology of Psychiatric disorders & Genetics of	67	
Psychiatric disorders.		
Speciality course:	81	
course 7: Psychiatry.		

- Annex 2, Program Academic Reference Standards (ARS)	137
- Annex 3, Teaching methods	142
- Annex 4, Assessment methods	145
- Annex 5, Program evaluation tools	149
- Annex 6 Matrixes: I-General Academic reference standards(GARS) for postgraduates versus Program ARS 1-Graduate attributes 2-Academic Standards II-Program ARS versus program ILOs III- Program Matrix.	151
- Annex 7, Additional information.	171



كلية الطب وحدة ضمان الجودة



Faculty of Medicine Quality Assurance Unit

M. D. degree of Psychiatry

A. Basic Information

- Program Title: M. D. degree of Psychiatry
- Nature of the program: Single.
- Responsible Depa rtment: Neurology and Psychiatry Department- Faculty of Medicine- Aswan University.
- Program Academic Director (Head of the Department):
 Prof. Dr. Eman Khedr.
- Coordinator (s):

Principle coordinator: Professor Dr. Eman Khedr.

- Assistant coordinator (s) ,
- Dr. Abeer Abdelhady. Dr. Ahmed Abdelwarith
- **↓** Internal evaluators: Professor Dr.Alaa Darweish.
 - **♣** Date of Approval by the Faculty of Medicine Council of Aswan University: 23-9-2016
- **♣** Date of most recent approval of program specification by the Faculty of Medicine Council of Aswan University: 22-10-2017.
- Total number of courses: Obligatory 7 courses

First part: 6 courses.

Second part: 1course

Two elective courses

B. Professional Information

1- Program aims

1/1 To enable candidates to keep with international update standards of patients care of psychiatric disorders by mastering high level of clinical skills, bedside patient care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of common, infrequent, and rare psychiatric disorders, common and infrequent psychiatric emergencies, diagnostic tools of psychophysiology studies and enabling the candidates of making appropriate referrals to a subspecialist for consultation or intervention.

I/2-Provide candidate with fundamental updated details knowledge of psychiatric disorders emergencies

I/3.To enable candidates to select methodology and perform high standard scientific medical research with ethical issues and how to proceed with publication in indexed medical journals.

I/4. To enable them to have professional careers as a consultant in Egypt.

1/5- To enable them recognized as a consultant abroad.

1/6-To enable them to continue self learning in subspecialties.

1/7-To enable them to master different research methodology and do their own.

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

2/1Knowledge and understanding:

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

2/2 Intellectual outcomes

- A. Apply the basic and clinically supportive sciences which are appropriate to the Psychiatry related conditions / problem / topics.
- B. Demonstrate an investigatory and analytic thinking "problem solving "approaches to clinical situation related to Psychiatry.
- C. Plan research projects.
- D. Write scientific papers.
- E. Participate in clinical risk management as a part of clinical governance.
- F. Plan for quality improvement in the field of medical education and clinical practice in Psychiatry.
- G. Create / innovate plans, systems, and other issues for improvement of performance in his practice in Psychiatry.
- H. Present and defend his / her data in front of a panel of experts.
- I. Formulate management plans and alternative decisions in different situations in the field of the Psychiatry.

2/3 Skills 2/3/1 Practical skills (Patient Care)

A. Provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. **p.s.** Extensive level means in-depth understanding from basic science to evidence — based clinical application and possession of skills to manage independently all Psychiatry problems in field of practice.

- B. provides extensive level of patient care for patients with all common diagnoses and for uncomplicated procedures related to Psychiatry.
- C. provides extensive level of patient care for non-routine, complicated Psychiatry patients and under increasingly difficult circumstances, while demonstrating compassionate, appropriate and effective care.
- D. Perform diagnostic and therapeutic procedures considered essential in the field of Psychiatry.
- E. Handles unexpected complications, while demonstrating compassion and sensitivity to Psychiatry patient needs and concerns.
- **F.** Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families in the Psychiatry related situations.
- G, Gather essential and accurate information about patients of the Psychiatry related conditions.
- H. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences,

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

2/3/2 General skills

Including:

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

Practice-Based Learning and Improvement

- A. Demonstrate the competency of continuous evaluation of different types of care provision to Psychiatry patients in the different area of his field
- B. Appraise scientific evidence.
- C. Continuously improve patient care based on constant selfevaluation and <u>life-long learning in Psychiatry.</u>
- D. Participate in clinical audit and research projects.
- E. Practice skills of evidence-based Medicine (EBM).
- F. Educate and evaluate students, residents and other health professionals.
- G.Design logbooks.
- H.Design clinical guidelines and standard protocols of management in Psychiatry.
- I. Appraise evidence from scientific studies related to the Psychiatry patients' health problems.

- J. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies.
- K. Use information technology to manage information, access online medical information; for the important topics.

Interpersonal and Communication Skills

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

Professionalism

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

Systems-Based Practice

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

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

4

Academic standards for Medical Doctorate (MD) degree in Psychiatry

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

In preparing these standards, the General Academic Reference Standards for post graduate programs (GARS) were adopted. These standards set out the graduate attributes and academic characteristics that are expected to be achieved by the end of the program.

These standards were approved by the faculty council on 20/3/2010. These standards were revised and approved without changes by the Faculty Council on 23-9-2014.

4- Program External References (Benchmarks)

1.ACGME (Accreditation Council for Graduate Medical Education).

http://www.acgme.org/acWebsite/navPages/nav_Public.asp 2. Ph.D. Psychiatry Cambridge University in UK_

http://www.postgraduatesearch.com/university-of-

cambridge/51536532/postgraduate-course.htm#acoursedesc

Compariso	Comparison between program and external reference			
Item	Aswan University,	Ph.D. Psychiatry		
	Faculty of Medicine MEDICAL doctorate	Cambridge University in		
	of degree Psychiatry	UK		
Goals	Matched	Matched		
ILOS	Matched	Matched		
Duration	4-6 years	3 years		
Requirement	Different	Different		
Program	Different(no	Different(should select		
structure	subspeciality)	subspeciality)		
Out patient	Gained as part of	Gained as a separate		
skills	Psychiatric Modules,	course according to		
	not as a separate	selective subspeciality.		
	course.			

⁻ Out patient skills are gained as part of Psychiatry modules

5- Program Structure

A. Duration of program: 4-6 years

B. Structure of the program:

Total number of credit points: = 420 CP

Master degree: 180 credit point

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

Thesis and researches: 80 CP (33.3%)

First part

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

Second part

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

Elective courses: 3 credit points

#Didactic (lectures, seminars, tutorial)

According the currently applied bylaws:

Total courses: 160 credit point

Compulsory courses: 157 credit point (98.1%)

Elective courses: 3 credit point (1.9%)

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

C- Program Time Table

Duration of program 4 years divided into

o Part 1

Program-related essential courses

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

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

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

Thesis and 2 published researches

For the M D thesis;

MD thesis subject should be officially registered within 1 year from application to the MD degree,
Discussion and acceptance of the thesis should not be set before 24 months from registering the M D subject;
It could be discussed and accepted either before or after passing the second part of examination

o Part 2

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

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

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

Total degrees 1700 marks.

500 marks for first part

1200 for second part

Written exam 40% - 70%.

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

D- Curriculum Structure: (Courses):

♣Levels and courses of the program:

Courses and student work	Course	Core Credit points		nts
load list	Code	Lectures	training	total
First Part				
Basic science courses (10 CP)				
Course 1: Medical statistics.	FAC309A	1		1
Course 2: Research	FAC309B	1		1
methodology				
Course 3: Medicolegal	FAC310C	1		1
Ethics in Medical Practice				
and Scientific Research				
Course 4: Neurophysiology	PSY320A#	2.5		2.5
and				
Neuropsychopharmacology				
Course 5: Psychology	PSY320B	2.5		2.5
&Psychopathology				
Course 6: Neuropathology of	PYS320C#	2		2
Psychiatric disorders &				
Genetics of Psychiatric				
disorders.				
Elective courses*		3 CP		T
- Elective course 1				
- Elective course 2				
Thesis		40 CP		
Published researches**		40 CP		
Second Part	Speciality courses 24 CP			
Course 7: Psychiatry	Speciality Clinical Work (log Book)			
	123 CP		<u> </u>	
Speciality Courses	PSY320D	24		24
Course 7: Psychiatry	DOVOCOD			
Speciality Clinical Work (123	PSY320D		123	123
CP)	DOVESSE			
Total of second part	PSY320D	24	123	147

#Didactic (lectures, seminars, tutorial)

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

Student work load calculation:

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

Elective Courses#:

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

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

3. Thesis / Researches:

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

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

Module/ Units' Titles' list	% from	Level	Core	Credit poi	nts
	total Marks	(Year)	Didactic	training	Total
-Module 1 Psychiatric disordersModule 2	50%	1,2,3,4	12	65	77
Psychiatric emergencies.	12.5%	1,2,3,4	3	14.5	17.5
-Module 3 Interventional Psychiatry and Neuroimaging.	12.5%	2,3.4	3	14.5	17.5
-Module 4 :Addiction.	12.5%	1,2,3.4	3	14.5	17.5
- Module 5 :Psychometry Lab	12.5%	1,2,3.4		14.5	17.5
Total (5 modules)	100%	1,2,3,4	24	123	147

6. Courses Contents (Annex 1)

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

See Annex 1 for detailed specifications for each course/ module
Annex 6 II: Program Matrix

7-Admission requirements

- Admission Requirements (prerequisites) if any :
 - I. General Requirements:
 - Master degree in the Neurology and Psychiatry.
 - **II. Specific Requirements:**
 - Fluent in English (study language)

VACATIONS AND STUDY LEAVE

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

FEES:

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

8-Progression and completion requirements

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

The students are offered the degree when:

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

9-Program assessment methods and rules (Annex IV)

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

Courses		Degrees			
Courses	Course code	Written Exam	Oral *	Practical / Clinical Exam	Total
	Firs	t Part			
Basic science courses:					
Medical Statistics	FAC309A	35	15		50
Research Methodology	FAC309B	35	15		50
Medicolegal Aspects & Ethics in Medical Practice and Scientific Research	FAC310C	35	15		50
Neurophysiology and Neuropsychopharmacology	PSY320A#	65	60		125
Psychology & Psychopathology	PSY320B	65	60		125
Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders)	PSY320C#	50	50		100
Total					500
	Seco	nd Part			
	Course code	written	oral	clinical	total
Speciality Courses Course 7:Psychiatry (unit 1-5) Paper 1 Paper 2	PSY320D	480 120 for each	240 (3 settings including psychomet ry reports)	psychopath	1200
Paper 3 Paper 4		paper		ology related to cases	
Total of the second part		480	240	480	1200
Elective course 1		50	50	100	50
Elective course 2		50	50	100	50

Weighting of assessments:

* 25% of the oral exam for assessment of logbook

Total degree 1900

500 marks for first part

1200 for second part

Written exam 40% (480 marks)

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

Elective courses: 200 marks.

Examination system:

> First part:

- Written exam 2 hours in Medical Statistics and Research Methodology + oral examination
- Written exam 1 hours in Medicolegal Aspects and Ethics in Medical Practice and Scientific Research + oral examination
- Written exam 3 hours in Neurophysiology and Neuropsychopharmacology + oral exam.
- Written exam 2 hours in Psychology & Psychopathology + oral exam.
- Written exam 2 hours in Neuropathology of Psychiatric disorders &Genetics of Psychiatric disorders) + oral exam.

> Second part:

 Written exam four papers 3 hours(120 marks for each) for each in Psychiatry + Oral exam(120 marks for investigations settings& 120 marks for 3 oral settings exam divided equally)+ Clinical/Practical exam[long case(240 marks)+ 3 short cases(80 marks for each) with discussion including psychopathology and psychology related to exam cases).

> Elective courses

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

10-Program evaluation

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

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

11-Declaration

We certify that all of the information required to deliver this program is contained in the above specification and will be implemented. All course specifications for this program are in place.

Contributor	Name	Signature	Date
Program Principle Coordinator:	Professor Dr. Eman Khedr		: 17-9-2017
Program AcademicDirector	Prof. Dr. Alaa Darweish.		: 17-9-2017

Annex 1, Specifications for Courses / Modules

Annex 1: specification s for courses/ modules

First Part

Course 1: Medical Statistics

Course 2: Research Methodology

Course 3: Medicolegal Aspects and Ethics in Medical Practice and

Scientific Research.

Course 4 Neurophysiology and Neuropsychopharmacology

Course 5 Psychology&Psychopathology

Course 6: Neuropathology of Psychiatric disorders & Genetics of

Psychiatric disorders.

Course 1: Medical statistics

Name of department: Public Health and Community Medicine

Faculty of medicine

Aswan University

2016-2017.

1. Course data

Course Title: Medical statistics

Course code: FAC309A

Speciality: offered to all clinical and academic specialties

Number of credit points: 1 credit point

Department (s) delivering the course: Pubic Health and

Community Medicine

Coordinator (s):

- Course coordinator: Prof. Ahmed M. Hany

- Assistant coordinator (s):

Prof. Farag Mohammed Moftah Prof. Hosnia Saeed Abdel Majeed

♣ Date last reviewed: 17-9-2017.

Requirements (pre-requisites) if any :

Completed Master degree in any of the academic or clinical departments of Medicine.

2. Course Aims

- 2.1 Enable gradute students to use statistical principles to improve their professional work and develop the concept of critical interpretation of data.
- 2.2 To be able to use statistical principals to manage data

3. Intended learning outcomes (ILOs):

A knowledge and understanding

ILOS	Methods of	Methods of
	teaching/	Evaluation
	learning	
A. List the types of variables	Lecture and	Written
, ,	discussion	examination
B. Identify the methods of data	Lecture and	Written
collection	discussion	examination
C. Describe the different sampling	Lecture and	Written
strategies	discussion	examination
D. Identify types of tabular and	Lecture and	Written
graphic presentation of data	discussion	examination
E. Identify measures of central	Lecture and	Written
tendency and dispersion	discussion	examination
F. Identify the characters of normal	Lecture and	Written
distribution curve.	discussion	examination

B. intellectual

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

C. Practical skills

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

D general skills

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

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
Introduction	A-F	A-D	-	A&B
Tables and graphics	D	A-D	-	A&B
Sampling	С	-	-	A&B
Methodology of data collection	В	-	-	A&B
Type of variables	A	-	-	A&B
Proportion test& Chi-square test	E,F	C&D	-	A&B
Student T test& Paired T test	E,F	C&D	F	A&B
ANOVA test	E,F	C&D	F	A&B
Non parametric tests	E,F	C&D	F	A&B
Discrimination analysis factor analysis	E,F	C&D	-	A&B
SPSS Introduction	A-F	A-D	-	A&B
Data entry and cleaning of data	A	A-D	A-C	A&B
Transforming of variables	A	A&B	A-C	A&B
Descriptive statistics	D	A-D	D&E	A&B
Graphic presentation	D	A&B	D	A&B
Chi square and interpretation of results	E,F	C&D	F	A&B
Correlation Regression	E,F	C&D	F	A&B
Multiple and logistic Regression	E,F	C&D	F	A&B

5. Course Methods of teaching/learning

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

6. Course assessment methods:

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

7. List of references

i. Lectures notes

Department lecture notes

ii. Essential books

iii.

Medical statistics

Recommended books

Discovering statistics using SPSS

iii. Periodicals, Web sites, etc

8. Signatures

Course Coordinator:	Head of the Department:
- Prof. Ahmed M. Hany	- Prof. Omyma El Gebaly
Date: : 17-9-2017	Date: : 17-9-2017

Course 2: Research Methodology

Name of department: All clinical and academic departments
Faculty of medicine
Aswan University
2017-2018.

1. Course data

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

Prof. Mohamed H. Qayed Prof. Omaima El-Gibaly

- **Date last reviewed: :** : 17-9-2017
- Requirements (prerequisites) if any :
 - Completed Master degree in any of the academic or clinical departments of Medicine.

2. Course Aims

- 2.1-To provide graduate students with the skills of:
- Research proposal,
- Writing planning and implementing rigorous research,
- Writing and publishing scientific papers.

3. Intended learning outcomes (ILOs):To be able to write a rigorous research proposal

A knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Explain differences between	Lecture and	Written
different study designs	discussion	examination
B. Identify sources and types of bias		
in research		
C. Describe the different sampling		
strategies, and compute sample		
size		
D. Select and design valid		
measurement tools for research		
E. Explain ethical issues in		
conducting research on human		
subjects		
F. describe the rules of authorship in		
scientific writing		
G. List the steps involved in proposal		
writing		

H. Identify a research problem within a conceptual framework	Lecture on Criteria to Consider to identify a research problem	discussion
I. Use the web sources to do a literature search	Practical tutorial on web	assignment
J. Select the appropriate study design for the research question	Lecture on various study designs	Written examination
K. Minimize bias in designing research	Lecture on the different types of bias	Written examination
L. Screening & theoretical background	Lectures on criteria for successful screening program& criteria for evaluation a screening test.	Written examination

B. intellectual

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Apply basic science & knowledge for appraising scientific literature	Discussions &seminars	Written examination

C. Practical skills

Competency and	Methods of	Methods of
Skills	teaching/	Evaluation
	learning	
A. Develop a budget and time line for the research	Tutorial	Assignments
B. Design a data entry file	Tutorial on Epi-	Assignments
	info or Excel	Written exam
C. Identify steps required in fielding the	Lecture	Assignments
study		Written exam
D. Identify steps required for calculation	Lecture	Assignments
Sensitivity, Specificity, positive		Written exam
predictive value, negative predictive		
value, Accuracy of a screening test		

D general skills

<u>Practice based learning improvement & professionalism</u> (<u>Scientific Paper writing skills</u>)

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. To be able to write an abstract	Tutorial	Written examination case study for critque
B. Write the introduction	Tutorial	Written examination
C. Write the methodology section	Tutorial	Written examination
D. Present the results	Tutorial	Written examination
E. Perform Discussion section	Tutorial	Written examination
F. Learn Authorship ethical rules	Tutorial	Written examination

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	A	В	C	D
Introduction & proposal writing	G	А	Α	A-F
Epidemiological Study designs	A,J	А	В,С	-
Screening & theoretical background	L	А	-	-
Screening practical	L	Α	D	-
Sample size calculation	В	А	В,С	-
Research bias	Н	А	С	F
Ethics in research	E,F	А	С	F

5. Course Methods of teaching/learning:

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

6. Course assessment methods:

i. Assessment tools:

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

7. List of references

i. Lectures notes

• Department lecture notes

ii. Essential books

 An epidemiologic Approach to Reproductive Health, CDC, FHI, and WHO Phyllis A. wingo, James E. Higgens, Goerge L. Rubin, and S. Christine Zahniser

iii. Recommended books

- Evidence Based Medicine How to practice and teach EBM.
- David Sachett, Sharon E. Straus, W.Scott Richardson,
 William Rosenberg R.Brain Haynes

iv. Periodicals, Web sites, ... etc

• Dissertation workshop open courseware JHSPH

8. Signatures

Course Coordinator: ProfAli Zarzour	Head of the Department: Prof. Omyma El Gebaly
Date: : : 17-9-2017	Date: : : 17-9-2017

Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research

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

1. Course data

- Course Title: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research
- Course code: FAC310C
- Speciality: General medicine, Special medicine, Pediatrics, Public health, Oncology and Rheumatology (1st part).
- Number of credit points: 1 credit point
- Department (s) delivering the course: Forensic Medicine and Clinical Toxicology
- Coordinator (s):
 - Course coordinator:

Prof. Wafaa Mohamed Abdel Moneium

- Assistant coordinator (s) Assist.

Prof. Amal Ali. Mohammed

- **4** Date last reviewed: : 17-9-2017
- Requirements (prerequisites) if any :
 - > Completed Master degree.

2. Course Aims

2.1 -To describe the basic ethical and medicolegal principles and bylaws relevant to practice in the field of General medicine, Special medicine, Pediatrics, Public health, Oncology and Rheumatology

3. Intended learning outcomes (ILOs):

A knowledge and understanding

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Mention principals of Taking consent.	Lecture and discussion	Oral &Written exam
B. Mention principals of Writing a death certificate	Lecture and discussion	Oral &Written exam
C. Mention principals of diagnosing death.	Lecture and discussion	Oral &Written exam
D. Mention principals of writing toxicological reports.	Lecture and discussion	Oral &Written exam
E. Explain principals of medical reports.	Lecture and discussion	Oral &Written exam
F. List indications and principals of induced emesis, gastric lavage and samples collection.	Lecture and discussion	Oral &Written exam

B. intellectual

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

C. Practical skills

Competency and Skills	Methods of teaching/ learning	Methods of Evaluation
A. Identify medical ethics and ethics in research.	Lecture and discussion	Reading Discussion
B. Prepare and write consent.	Lecture and discussion	Reading Discussion
C. Identify medical responsibilities.	Lecture and discussion	Reading Discussion
D. Write death certificate.	Lecture and discussion	Reading Discussion and active participation
E. Deal with a case of Suspicious death	Lecture and discussion	Reading Discussion and active participation
F. Perform gastric lavage, induce emesis, and obtain samples.		
G. Write medical and toxicological reports	Lecture and discussion	Reading Discussion and active participation
H. Develop and carry out		

patient management plans	
for Euthanaesia, and Organ	
Transplantation	
I. Counsel patients and their	
families about speciality	
related conditions including	
Permanent infirmities,	
Euthanasia, and Organ	
Transplantation	

D general skills

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

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge A	Intellectual B	Practical skills C	General Skills D
1. Death and death	B,C	A	D,E	A
certificate.	2,0	1.2	2,2	11
2. Medical Reports	A		G	A,D,E
3. Toxicological reports	D,F	В	G,F	A,E
4. Ethics in research.	A		A	
5. Medical ethics.	Е		A,B,C,H,I	В,С,Е

5. Course Methods of teaching/learning:

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

6. Course assessment methods:

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

7. List of references

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

ii. Essential books

- Ballantyne B., Marrs T. and Syversen T.(1999):General and Applied Toxicology.2nd edition. MACMILLAN REFERENCE LTD.UK.
- Bernard Knight and Pekka Saukko (2004): Knight Forensic Pathology. Hodder Arnold press

iii. Recommended books

 Klassen D. (2001): Casarettand Doull s. Toxicology the basic science of poisons. McGrow. Hill press medical publishing division New York

iv. Journal and web site

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

Forensic Science International Journal. Toxicology Letter.

8. Signatures

- Course Coordinator:	- Head of the Department:
Prof. Wafaa Mohamed Abdel	Prof. Wafaa Mohamed Abdel
Moneium	Moneium
Date: : : 17-9-2017	Date: : 17-9-2017

Course 4, Neurophysiology and Neuropsychopharmacology

I. Course data

Course Title: Neurophysiology and

Neuropsychopharmacology

Course code: PSY320A#

Speciality is Psychiatry.

It is divided into units:

- Unit 1: Neurophysiology.

- Unit 2: Neuropsychopharmacology

Course 4; Unit 1: Neurophysiology

I. Unit data

Course Title: Neurophysiology and

Neuropsychopharmacology

♣ Course code: PSY320A# ♣

Speciality is Psychiatry.

- Number of credit points: 1.25credit point, didactic 1.25 credit point (100%) and 0 practical.
 - Department (s) delivering the course: Physiology in conjunction with Neurology and Psychiatry department.
- Coordinator (s): Staff members of Physiology Department in conjunction with Neurology and Psychiatry Department as annually approved by both departments' councils.
- Date last reviewed: : September-2017.
- Requirements (prerequisites) if any :
- \rm None.

2- Unit Aims

2.1. The candidates acquire the detailed neurophysiologic facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
 A. Illustrate Physiologic Principles of the following: Physiology details of the following: Stress, Receptors, Neurotransmitters. Physiology of emotions. Physiology of pain and pain theories. Physiology of cognition and memory. Physiology of limbic system. Physiology of sleep & dream. 	-Lectures	-Written and oral examination - Log book
 B. Describe in depth Physiologic details of the following: Physiology details of the following: Stress, Receptors, Neurotransmitters. Physiology of emotions. Physiology of pain and pain theories. Physiology of cognition and memory. Physiology of limbic system. Physiology of sleep & dream. 	-Lectures -Tutorial - Didactics	-Written and oral examination - Log book

B-Intellectual outcomes

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

C- Practical skills

Practical: 0 CP

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

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

Professionalism

ILOs		Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	Wr	Observation d supervision ritten & oral mmunication	ObjectivestructuredclinicalexaminationPatient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating
E. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance	SAP STREET	

4- Contents (topic s/modules/rotation) Module Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
Physiology details of the	A,B	A	-	A-E
following:				
Stress,				
Receptors,				
Neurotransmitters.				
Physiology of emotions.				
Physiology of pain and pain				
theories.				
Physiology of cognition and				
memory.				
Physiology of limbic system.				
Physiology of sleep & dream.				

5. Methods of teaching/learning:

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

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

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

7- Assessment methods:

- i. Assessment tools:
 - 1- Written and oral examination
 - 2- Log book
- ii. Time schedule: At the end of the first part
- iii. Marks: 62.5marks= (32.5for written+30 for oral) .

8. List of references

i. Lectures notes

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

ii. Essential books

- Neurophysiology secrets.
- Guyton AC, Hall JE: Textbook of Medical Physiology, 11th ed. Saunders, 2006.

iii. Recommended books

• Gillian Pocock, Christopher D. Richards: Human Physiology the Basis of Medicine. Oxfordcore texts, 1999-2001.

iv. Periodicals, Web sites, ... etc

- American journal of physiology.
- Journal of applied physiology.

v. others

None.

Course 4; Unit 2: Neuropsychopharmacology

I. Unit data

Course Title: Neurophysiology and

Neuropsychopharmacology

♣ Course code: PSY320A# ♣

Speciality is Psychiatry.

- Number of credit points: 1.25credit point, didactic 1.25 credit point (100%) and 0 practical.
 - Department (s) delivering the course: Neurology and Psychiatry department.
- Coordinator (s): Staff members of Neurology and Psychiatry Department as annually approved by both departments' councils.
 - **♣ Date last reviewed:** :: 17-9-2017.
- Requirements (prerequisites) if any :
 - **4** None.

2- Unit Aims

1.1. The candidates acquire the updated
Neuropsychopharmacology facts which are appropriate to
Psychiatric disorders for clinical reasoning, diagnosis and
management.

3. Intended learning outcomes (ILOs):

A- Knowledge and understanding

	71 MiletticaBe and anderstanding			
ILOs	Methods of teaching/ learning	Methods of Evaluation		
A-Illustrate The Pharmacology principles of: -General pharmacology - Psychotropic drugs Psychotropic drugs. -Antipsychotic drugs. -Antidepressants. -Mood stabilizers& antiepileptic drugs. -Anaxiolytic drug. - Ant cholinergic drugs - Drug dependence& habituation & drug abuse. - Tranquilizers. - Brain stimulants. - Neuropsychopharmacology drug- drug interactions.	-Didactic (lectures, seminars, tutorial)	- Written and oral examination - Log book		
B. Describe <i>pharmacology details of</i>Drugs mentioned in AA.				

B- Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic (PHARMACOLOGY) supportive sciences which are appropriate to Psychiatry related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatry		

C- Practical skills

Practical: 0 credit point

D-General Skills Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B.Write a report in common condition mentioned in A.A, A.B	-Clinical round	-Global rating -Log book and
mentioned in A.A, A.B	-Seminars	Portfolios
	-Lectures	-Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C.Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	ObjectivestructuredclinicalexaminationPatient survey

Systems-Based Practice

ILOs	Methods of teaching/ learning	Methods of Evaluation
D.Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	0

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	Α	В	С	D
General pharmacology	Α	А	-	A-D
- Psychotropic drugs	A,B	Α	-	A-D
Psychotropic drugs.	A,B	А	-	A-D
-Antipsychotic drugs.	A,B	Α	-	A-D
-Antidepressants.	A,B	Α	-	A-D
-Mood stabilizers&	A,B	Α	-	A-D
antiepileptic drugs				
-Anaxiolytic drug.	A,B	Α	_	A-D
- Ant cholinergic drugs	A,B	Α	-	A-D
- Drug dependence&	A,B	Α	-	A-D
habituation & drug abuse.				
- Tranquilizers.	A,B	Α	-	A-D
- Brain stimulants.	A,B	Α	-	A-D
- Neuropsychopharmacology drug- drug interactions.	A,B	А	-	A-D

5. Methods of teaching/learning:

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

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

1. Extra didactic (lectures, seminars, tutorial)

7. Course assessment methods:

- i. Assessment tools:
 - 1. Written and oral examination
 - 2. Log book
- ii. Time schedule: At the end of the first part
- iii. Marks: 62.5(32.5marks written+ 30 oral).

8. List of references

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

ii. Essential books

- -Kaplan and Sodack of Psychiatry.
- Companion Text book of Psychiatry .
- - Comprehensive textbook of Psychiatry
- Basic & Clinical Pharmacology, 11th Edition.

By Bertram Katzung, Anthony Trevor, Susan

Masters. Publisher: McGraw-Hill

iii. Recommended books

 Godman Gilmans. The pharmacological therapeutics. 11th Ed

iv. Periodicals, Web sites, ... etc

区 Periodicals,

- British journal f pharmacology
- Pharmacological review

➤ Web sites: http://mic.sgmjournals.org/

v. others: None

9. Signatures Course Coordinator Unit1 Coordinator: Date:: Unit2 Coordinator: Date:: Date:: Date:: Date:: Date::

Course 5:Psychology & Psychopathology

I. Course data

Course Title: Psychology & Psychopathology.

Course code: PSY320B

- Speciality is Psychiatry.
- It is divided into units:
 - Unit 1: Psychology.
 - Unit 2: Psychopathology.

Course 5; Unit 1: Psychology

I. Unit data

♣ Course Title: Psychology & Psychopathology.

Course code: PSY320B

- Speciality is Psychiatry .
- Number of credit points: 1credit point, didactic 1 credit point (100%) and 0 practical.
 - Department (s) delivering the course: Neurology and Psychiatry department.
- Coordinator (s): Staff members of Neurology and Psychiatry Department as annually approved by departments' councils.
- Date last reviewed: : 9/2017.
- Requirements (prerequisites) if any :
 - None.

2- Unit Aims

1. The candidates acquire the detailed Psychology facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A- Knowledge and understanding

Methods of	Methods of
teaching/	Evaluation
learning	
-Didactic	- Written
(lectures,	and oral
seminars,	examination
1	- Log book
(3.00)	108 200 K
	teaching/ learning -Didactic

B.

Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic (psychology) supportive sciences which are appropriate to Psychiatry related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatry		

C. Practical skills

Practical: 0 credit point

D.

General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B.Write a report in common condition	-Clinical	-Global rating
mentioned in A.A, A.B	round	-Log book and
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-Seminars	Portfolios
	-Lectures	-Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	ObjectivestructuredclinicalexaminationPatient survey

Systems-Based Practice

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

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

Time Schedule: First Part

Topic		Covere	d ILOs	
	Knowledge	Intellectual	Practical	General
			skills	Skills
	Α	В	С	D
<u>Principles</u> of General	A,B	Α	-	A-D
Psychology:				
- Fields of psychology.				
- Perceptions.				
- Attention.				
- Memory.				
- Intelligence.				
- Thinking.				
- Developmental				
psychology.				
 Social psychology. 				
- Personality.				
- Sleep.				
<u>Principles</u> of special				
<u>Psychology of</u> :				
A- Contemporary schools				
- Psychoanalysis.				
- Behaviorism.				
- Assaciationism.				
- Psychophysiology.				
Transactional psychology.				
<u>B-Psychometry</u>				
- Intelligence				
- Personality				
Organic brain disorders				
including Dementia				

5. Methods of teaching/learning:

- 5. Didactic (lectures, seminars, tutorial)
- 6. Observation and supervision
- 7. Written & oral communication
- 8. Senior staff experience
- 6. Course methods of teaching/learning: for students with poor achievements
 - 2. Extra didactic (lectures, seminars, tutorial)

7. Course assessment methods:

- i. Assessment tools:
 - 3. Written and oral examination
 - 4. Log book
- ii. Time schedule: At the end of the first part
- iii. Marks: 50(25marks written+ 25 marks oral).

8. List of references

- i. Lectures notes
 - Course notes
 - Staff members print out of lectures and/or CD copies
- ii. Essential books
 - -Kaplan and Sodack of Psychiatry.
 - Companion Text book of Psychiatry .
- **iii. Recommended books** Comprehensive textbook of Psychiatr
 - iv. Periodicals, Web sites, ... etc
 - **☒** Periodicals,
 - ☑ Periodicals for last 3-5 years, Web sites, ... etc
- American Journal of Psychiatry
- •British journal of psychiatry.
- BMJ (Neurology, Neurosurgery and Psychiatry)
 - Web sites: http://mic.sgmjournals.org/
 - v. others: None.

Course 5; Unit 2: Psychopathology

I. Unit data

- Course Title: Psychology & Psychopathology.
- Course code: PSY320B
- Speciality is Psychiatry .
- Number of credit points: 1.5credit point, didactic 1.5 credit point (100%) and 0 practical.
 - Department (s) delivering the course: Neurology and Psychiatry department.
- Coordinator (s): Staff members of Neurology and Psychiatry Department as annually approved by departments' councils.
- Date last reviewed: 9/2017
- Requirements (prerequisites) if any :
 - None.

2- Unit Aims

1. The candidates acquire the detailed Psychopathology facts which are appropriate to Psychiatric disorders for clinical reasoning, diagnosis and management.

3. Intended learning outcomes (ILOs):

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Mention detailed Principles of;	-Lectures	-Written
- Descriptive and dynamic psychopathology of		and oral
different psychiatric disorders:		examination
- Schizophrenia		- Log book
- Mood disorders		
- Anxiety disorders		
- Eating disorders		
- Dissocialize disorders.		
- Somatoform disorders.		
- Sexual disorders.		
-Personality disorders .		
-Other psychiatric disorders.		

B-Intellectual outcomes

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

C) Practical Skills Practical Skills 0 credit points

D-General Skills

Practice-Based Learning and Improvement

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
A.Use information technology to manage	-Clinical	-Global rating
information, access on-line medical	round	-Log book and
information; and support their own education	-Seminars	Portfolios
	-Lectures	-Chick list

Interpersonal and Communication Skills

ILOs	Methods of	Methods of	
	teaching/	Evaluation	
	learning		
B. Write a report in common condition	-Clinical	-Global rating	
mentioned in A.A, A.B	round	-Log book and	
	-Seminars	Portfolios	
	-Lectures	-Chick list	

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C.Demonstrate respect, compassion, and integrity; a responsiveness to the needs of	- Observation and	- Objective structured
patients and society that supersedes self-	supervision	clinical
interest.	Written & oral communication	examination - Patient survey

Systems-Based Practice

ILOs	Methods of teaching/	Methods of Evaluation
	learning	
D.Work effectively in different health care	-Observation	-360o global
delivery settings and systems.	-Senior staff	rating
E.Partner with health care managers and	experience	
health care providers to assess, coordinate,		
and improve health care and predict how		
these activities can affect system		
performance		

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

Time Schedule: First Part

Topic	Covered ILOs			
Module 9 Applied Psychopathology	Knowledge	Intellectual	Practical skill	General Skills
psychopathology of different psyc	<i>hiatric</i> disorders	5:		
Schizophrenia	Α	A-B	-	A-E
-Mood disorders	Α	A-B	-	A-E
-Anxiety disorders	А	A-B	-	A-E
- Eating disorders	Α	A-B	-	A-E
•				
Sexual disorders	Α	A-B	-	A-E
Somatoform.	Α	A-B	-	A-E
Dissocialize disorders.	Α	A-B	-	A-E

5. Methods of teaching/learning:

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

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

Extra didactic (lectures, seminars, tutorial)

7. Course assessment methods:

1- Assessment tools:

- a. Written and oral examination
- b. Log book
- 2- Time schedule: At the end of the first part
- **3- Marks:** 75(40marks written+ 35 marks oral).

8. List of references

i. Lectures notes

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

ii. Essential books

- -Kaplan and Sodack of Psychiatry.
- Companion Text book of Psychiatry .
- iii. Recommended books Comprehensive textbook of

Psychiatr

- iv. Periodicals, Web sites, ... etc
- **区** Periodicals,
- ☑ Periodicals for last 3-5 years, Web sites, ... etc.
- American Journal of Psychiatry
- •British journal of psychiatry.
- BMJ (Neurology, Neurosurgery and Psychiatry)
 - ➤ Web sites: http://mic.sgmjournals.org/

v. others: None

9. Signatures

Course Coordinator			
Unit 1 Coordinator:	rdinator: Head of the Department:		
	••••••		
Date::	Date:		
Unit 2 Coordinator:	Head of the Department:		
Date:	Date:		

Course 6, Neuropathology of Psychiatric disorders. & Genetics of Psychiatric disorders

- Course title: Neuropathology of Psychiatric disorders &Genetics of Psychiatric disorders.
- It is divided into units

Unit 1: Neuropathology of Psychiatric disorders.

Unit 2: Genetics of Psychiatric disorders.

Course code: PSY320C#

Course 6: module 1; Neuropathology of Psychiatric disorders

1. Module data

Course title: Neuropathology of Psychiatric disorders &Genetics of Psychiatric disorders.

Course code: PSY320C#

- Speciality : Psychiatry.
 - ♣ Number of credit points: 1 credit point, didactic 1 credit point (100%) and 0 practical..
 - Department (s) delivering the course: Pathology Department in conjunction with Neurology and Psychiatry department
 - ♣ Coordinator (s): Staff members of Pathology Department in conjunction with Neurology and Psychiatry department as annually approved by both departments councils.
 - ♣ Date last reviewed: :9/2017.
 - ♣ Requirements (prerequisites) if any: None
 - Fulfilling logbook require

2-Module (unit) Aim

1. The candidate should acquire the neuropathological facts which are appropriate to Psychiatric disorders in clinical reasoning, diagnosis and management of Psychiatric disorders.

3. Intended learning outcomes (ILOs)

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Illustrate principles of Pathology of the following: -General Pathology	-Lectures Tutorial - Didactics	-Written and oral examination
- Pathology of Delirium.- Dementia.-↑ICT and brain edema.		- Log book
-Tumors of CNSInfection of CNS		
 B. Describe pathological details of the following: - Pathology of Delirium. - Dementia. - ↑ICT and brain edema. 		
-Tumors of CNSInfection of CNS		

B-Intellectual outcomes

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

C-Practical skills

Practical: 0 CP

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
B. Write a report in common condition		-Global rating
mentioned in A.A, A.B		-Log book and
	-Seminars	Portfolios
	-Lectures	-Chick list

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation	
C. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest.	- Observation and supervision Written & oral communication	ObjectivestructuredclinicalexaminationPatient survey	

Systems-Based Practice

ILOs	Methods of teaching/	Methods of Evaluation
	learning	
D. Work effectively in different health care delivery settings and systems.	-Observation -Senior staff experience	-360o global rating
E. Partner with health care managers and health care providers to assess, coordinate, and improve health care and predict how these activities can affect system performance		

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

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skill	General Skills
General Pathology	Α	Α	-	A-D
- Pathology of Delirium.	A,B	A,B	-	A-E
- Dementia.	A,B	A,B	-	A-E
-个ICT and brain edema.	A,B	A,B	-	A-D
-Tumors of CNS.	A,B	A,B	-	A-D
-Infection of CNS	A,B	Α	-	A-D

5. Methods of teaching/learning

- 1. Didactic (lectures, seminars, tutorial)
- 2. Laboratory work.
- 6. Methods of teaching/learning: for students with poor achievements
- Extra Didactic (lectures, seminars, tutorial) according to their needs
- 2. Extra Laboratory work to their needs

7. Assessment methods:

i. Assessment tools: Written and oral examination (including assessment of practical skills)

-Log book

ii. Time schedule: At the end of first part

iii. Marks: 50 marks = (25marks for written+ 25 marks

for oral)

8. List of references

i. Lectures notes

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

ii. Essential books

-Oxoford handbook of Psychiatry David semple Roger Smyth, Jonathan Burns, Rajan Darjee, Andrew McIntosh oxoford medical publication

, 1st edition 2005.

- Merritt's Neurology
- KUMAR, V., COTRAN, R.S., and ROBBINS, S.L.

Robbins Basic Pathology. 7th ed. Saunders Publisher

iii. Recommended books

- Rosai and Ackerman's Surgical Pathology Juan Rosai, Mosby 2004
- Sternberg's Diagnostic surgical Pathology 4th edition, Lippincott Williams and Wilkins.
- Comprehensive textbook of pathology.

iv. Periodicals, Web sites, ... etc

- Human pathology
- Histopathology

v. others

None

Course 6 Unit (Module) 2 Genetics of Psychiatric disorders

I. Module data

- Course Title: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders.
- Course code: PSY320C#
- Speciality is Psychiatry
- Number of Credit points(CP): total: 1CP, didactic 1 CP(100%), 0 practical.
- Department (s) delivering the course: Neurology and Psychiatry Department
- Coordinator (s): Staff members of Neurology and Psychiatry Department as annually approved by both departments councils
- Date last reviewed: 9/2017.
- Requirements (prerequisites) none.

2. Unit Aims

2.1-The candidate should acquire the genetic facts of nervous system which are appropriate to Psychiatric disorders in clinical reasoning, diagnosis and management of Psychiatric disorders.

3. Unit intended learning outcomes (ILOs):

A- Knowledge and understanding

ILOs	Methods of teaching/	Methods of Evaluation
	learning	
A.Illustrate genetic principles of:	-Didactic	- Written and
Basics of genetics including the following:	(lectures,	oral
* Basic of cell structures and Molecular genetics:	seminars,	examination
Nucleus, Mitochondriaetc.	tutorial)	- Log book
Nucleic acids (DNA& RNA).		
* Patterns of inheritance:		
- Autosomal dominant inheritance.		
- Autosomal recessive inheritance.		
- X Linked recessive inheritance.		
- X Linked dominant inheritance.		
- Multifactorial inheritance.		
* Chromosomes and Genes.		
* Mitochondria and genes.		
* DNA Analysis.		
* Gene and Mapping.		
*Mechanisms of Mutations.		
*Detections of Mutations.		
* Ethical aspects in genetic counseling and		
investigations.		

- Genetic information of different psychiatric	
disorders	
Schizophrenia .	
Mood disorders.	
Anxiety disorders.	
Psychiatric disorders in children.	
 Psychiatric disorders in geriatric. 	
Personality disorders.	
Other psychiatric disorders.	
B-Describe genetic details of the following; -Ethical aspects in genetic counseling and	
investigations.	
- Genetic information of different psychiatric	
disorders	
Schizophrenia .	
Mood disorders.	
Anxiety disorders.	
Psychiatric disorders in children.	
 Psychiatric disorders in geriatric. 	
Personality disorders.	
Other psychiatric disorders.	

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Apply the basic (genetics) supportive sciences which are appropriate to Psychiatric disorders related problems.	-Didactic (lectures, seminars, tutorial)	-Written and oral examination - Log book
B. Demonstrate an investigatory and analytic thinking (problem solving) approaches to common clinical situations related to Psychiatric disorders related problems		

C- Practical skills

Practical: 0 credit point

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

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

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
C.Demonstrate a commitment to ethical principles	- Observation and supervision Written & oral communication	Logbook Oral Exam

Systems-Based Practice

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

4. Unit contents (topic s/modules/rotation Course (Unit 1) Matrix

Time Schedule: First Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical skills	General Skills
	Α	В	С	D
Cardiovascular system:				
Basic of cell structures and	А	A&B	-	A-D
Molecular genetics:				
Nucleus, Mitochondriaetc. Nucleic acids (DNA& RNA).				
* Patterns of inheritance:				
- Autosomal dominant				
inheritance.				
- Autosomal recessive				
inheritance.				
- X Linked recessive inheritance.				
- X Linked dominant inheritance.- Multifactorial inheritance.				
* Chromosomes and Genes.				
* Mitochondria and genes.				
* DNA Analysis.				
* Gene and Mapping.				
*Mechanisms of Mutations.				
*Detections of Mutations				
Ethical acceptain acception	A,B	A&B	-	A-D
- Ethical aspects in genetic				
counseling and				
investigations.				
- Genetic information of				
different psychiatric				
disorders				

 Schizophrenia . 		
 Mood disorders. 		
 Anxiety disorders. 		
 Psychiatric disorders in 		
children.		
 Psychiatric disorders in 		
geriatric.		
 Personality disorders. 		
 Other psychiatric disorders. 		

5. Unit methods of teaching/learning:

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

6. Methods of teaching/learning: for students of limited abilities:

- 1. Extra Didactic (lectures, seminars, tutorial) Observation and supervision.
- 2. Written & oral communication according to their needs.

7- Assessment methods:

- i. Assessment tools:
 - a. Written and oral examination (including assessment of practical skills)
 - b. Log book
- ii. Time schedule: At the end of the first part
- iii. Marks: 50 marks (25 for written+ 25 for oral).

8. List of references

i. Lectures notes

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

Essential books

- -Kaplan and Sodack of Psychiatry.
- Companion Text book of Psychiatry .
- **iii. Recommended books** Comprehensive textbook of Psychiatry

iv. Periodicals, Web sites, ... etc www.pubmed.com. www. Science direct.com www.google.com.

v. Others: none.

9. Signatures			
Co	urse Coordinator		
Unit 1 Coordinator:	Head of the Department:		
••••••	••••••		
Date:	Date: :		
Unit 2 Coordinator:	Head of the Department:		
Date:			

Second Part

Course 7: Psychiatry

Name of department: of Psychiatry and Psychiatry Faculty of medicine Aswan University 2016-2017.

1. Course data

Course 7 Psychiatry

It is divided into 5 modules:

- 1- Module 1 Psychiatric disorders
- 2- Module 2 Psychiatric emergencies
- 3- Module 3 Interventional Psychiatry & neuroimaging.
- 4- Module 4 Addiction
- 5- Module 5: Psychometry lab.

1. Course data

- Course title: Psychiatry.
- Course code: PSY 320D.
- Number of credit points: 147 credit point didactic 24 credit point (16.3%) - practical 123 credit point (83.7%).
- → Department (s) delivering the course: Department of Neurology and Psychiatry – Faculty of Medicine- Aswan University-Egypt in conjunction of academic departments according to departmental course.
- Coordinator (s):
- Course coordinator:

Prof Dr. Eman Khedr

Assistant coordinator (s)

Professor Dr, Alaa M Darweish.

Dr. Abeer Abdelhady

Dr. Ahmed Abdelwarith

Dr. Bastawy elfawal

- Date last reviewed: 9/2017.
- Requirements (prerequisites):

MSc degree of Neurology & Psychiatry.

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

Module/ Units' Titles' list	% from	Level	Core Credit points		nts
	total Marks	(Year)	Didactic	training	Total
-Module 1 Psychiatric disorders.	50%	1,2,3,4	12	65	77
-Module 2 Psychiatric emergencies.	12.5%	1,2,3,4	3	14.5	17.5
-Module 3 Interventional Psychiatry and Neuroimaging.	12.5%	2,3.4	3	14.5	17.5
-Module 4 :Addiction.	12.5%	1,2,3.4	3	14.5	17.5
- Module 5 :Psychometry Lab	12.5%	1,2,3.4	3	14.5	17.5
Total (5 modules)	100%	1,2,3,4	24	123	147

2. Course Aims

2/1-To enable candidates to keep with international update standards of patients care of psychiatric disorders by mastering high level of clinical skills, bedside patient care skills, in addition to update medical knowledge as well as clinical experience and competence in the area of common, infrequent, and rare psychiatric disorders, common and infrequent psychiatric emergencies, diagnostic tools of psychophysiology studies and enabling the candidates of making appropriate referrals to a subspecialist for consultation or intervention.

2/2- Provide candidate with fundamental updated details knowledge of psychiatric disorders ,emergencies, addiction , sequel and likelihood of successful outcome in performing therapeutic and rehabilitation program in Psychiatry art

3. Course intended learning outcomes (ILOs):

Module (Unit) 1 Psychiatric disorders.

A-Knowledge and understanding

ILOs	Methods of teaching/	Methods of Evaluation
	learning	
A. Explain update and evidence based etiology,	- Didactic;	-OSCE at the
clinical picture, diagnosis and management of the	Lectures	end of each
following common diseases and clinical	Clinical	year
conditions:	rounds	-log book &
o . schizophrenia and other psychotic	Seminars	portfolio
disorders	Clinical	- One MCQ

 . Mood disorders 	rotations	examination
 Anxiety disorders 	(service	-Written and
Sleep disorders	teaching)	oral
 Sexual dysfunctions and paraphilias. 		examination
 Psychiatric aspects of medical patients 		
(consultation ,liason psychiatry).		
 Somatoform and factious disorders. 		
 Dissociative and amnestic disorders 		
 Child psychiatry 		
 Geriatric psychiatry 		
 Personality disorders 		
 Dementia, delirium, and other cognitive 		
disorders		
. Eating disorders		
 Elimination disorders 		
. Psychotherapy .		
 Critical care for psychiatric patients 		
(Emergencies)		
 Psychopharmacology 		
 Epidemiology of common psychiatric 		
disorders e.g., Schizophrenia, Mood		
disorders, anxiety disorders, mental		
retardation, Drug dependence, dementia.		
 Laboratory, imaging and psychometric 		
investigations of psychiatric patients		
 Forensic Psychiatry. 		
B. Mention the principles of updated knowledge	-Didactic	-OSCE at the
of neuroepidemiology and therapeutic trials of	(lectures,	end of each
these conditions mentioned above in A.A.	seminars,	year
<u>-</u> Psychiatric interview.	tutorial)	-log book &
- Psychoanalysis.	-Clinical	portfolio
- Ethics.	rounds	- MCQ
- Psychopharmacology.	-Seminars	examination
- Psychometric Assessment	-Clinical	-Written and
	rotations	oral

	-Service	examination
	teaching	
C. Mention basics of the following rare diseases	-Didactic	-OSCE at the
and conditions	(lectures,	end of each
-Complicated cases of conditions mentioned in A.A.	seminars,	year
or among high risk group or coincident with other	tutorial)	-log book &
medical troubles or organcity or medico legal	-Clinical	portfolio
aspects.	rounds	- MCQ
	-Seminars	examination
	-Clinical	-Written and
	rotations	oral
	-Service	examination
	teaching	
D. Explain the facts and principles of the relevant		
basic supportive sciences related to Psychiatric		
disorders.		
E. Explain the facts and principles of the relevant		
clinically supportive sciences related to Psychiatric		
disorders.		
F. Describe the basic ethical and medicolegal		
principles revenant to Psychiatric disorders.		
G. Describe the basics of quality assurance to		
ensure good clinical care in Psychiatric disorders.		
H. Explain the ethical and scientific principles of		
medical research.		
I. Explain the impact of common health		
problems in the field of Psychiatric disorders on the		
society.		

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

C-Practical Skills (Pa	•	Nother de of
ILOs	Methods of	Methods of
	teachinhg/	Evaluation
A	learning	0005
A. Take history, examine and clinically	-Didactic (lectures,	-OSCE
diagnose different conditions related to	seminars, tutorial)	-log book &
Psychiatric disorders mentioned in A.A.	-Clinical rounds	portfolio
	Clinical rotations	- One MCQ
	(service teaching)	examination
		-Clinical exam
B. Interpret the following non invasive and	-Clinical round with	presentation
invasive diagnostic procedures	senior staff	- Log book
Mentioned in C.B	-Observation	- Chick list
	-Post graduate	
	teaching	
	-Hand on workshops	
	-Perform under	
	supervision of senior	
	staff	
C. Perform the following non invasive and	-Clinical round with	
invasive diagnostic procedures-	senior staff	
- EEG,	-Observation	
- Neuroelectrophysiology studies.	-Post graduate	
- Psychomtry assessment,	teaching	
- Abreaction,	-Hand on workshops	
- Drug monitoring.	-Perform under	
- Sleep analysis.	supervision of senior	
- Transcranial magnetic stimulation (rTMS).	staff	
- video monitoring EEG.		
D. Prescribe the following non invasive and	-Observation	
invasive therapeutic procedures	-Post graduate	
- EEG,	teaching	
 Neuroelectrophysiology studies. 	-Hand on workshops	
- CSF examination.		
- Psychomtry assessment,		
- Abreaction,		
- Drug monitoring,		
- Psychotherapy,		
- Sleep analysis.		

- Transcranial magnetic stimulation (rTMS).	
- video monitoring EEG.	
E. <u>Perform the following non invasive and</u>	-Observation
invasive therapeutic procedures	-Post graduate
- Transcranial magnetic stimulation (rTMS)	teaching
- ECT	-Hand on workshops
- Psychotherapy.	
<u>G</u> . Develop and carry out patient management	-Clinical round with
plans for conditions related to Psychiatric	senior staff
disorders mentioned in A.A&C	
H .Counsel and educate patients and their	-Clinical round with
family about conditions_related to Psychiatric	senior staff
disorders mentioned in A.A.& C (Prognosis,	
rehabilitation, treatment plan, role of family	
support)	
I. Use information technology to support	-Clinical round with
patient care decisions and patient education	senior staff
for the conditions related to Psychiatric	
disorders mentioned in A.A.	
J .Provide health care services aimed at	-Clinical round with
preventing the following conditions	senior staff
 Delayed diagnosis, complication, 	
recurrence	
of Psychiatric disorders and drug interaction	
in conditions mentioned in A.A.	
k. Work with health care professionals,	-Clinical round with
including those from other disciplines, to	senior staff
provide patient-focused care for the	
mentioned in A.A and A.C	
L. Write competently all forms of patient	Clinical round with
charts and sheets including reports evaluating	senior staff
these charts and sheets.(Write and evaluate a	
consultation note, Inform patients of a	
diagnosis and therapeutic plan, completing	
and evaluating comprehensive, timely and	
legible medical records)	

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and	-Simulations	- Global
ethically sound relationship with patients	-Clinical	rating
G. Perform the following oral	round	-Procedure &
communications:	-Seminars	case
a. Interpretation of the results of different	-Lectures	presentation
investigations related to Psychiatric disorders	-Case	-Log book &
and discussion of different therapeutic options	presentation	Portfolios
H. Fill the following reports:	-Hand on	
 Patients' medical reports 	workshops	- Chick list
Death report.		
Medicolegal report.		
I. Work effectively with others as a member		
or leader of a health care team as regard		
diagnosis and treatment of conditions		
mentioned in A.A and A.C		

Professionalism

	teaching/ Learning	Evaluation
integrity; a responsiveness to the needs of patients and society that supersedes self-	- Observation - Senior staff experience - Case taking	-Objective structured clinical examination - Patient survey - 3600 global rating

Systems-Based Practice

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

Module (Unit) 2: Psychiatric Emergencies

A-Knowledge and understanding

ILOs	Methods of teaching/ learning	Methods of Evaluation
A-Explain update and evidence based etiology,	-Didactic	- log book
clinical picture, diagnosis and management of the	(lectures,	-Objective
of critically ill patients in Psychiatry emergency	seminars,	structure
units including supportive life state, hemodynamic	tutorial)	clinical
state monitoring, dealing with abnormal behavior,	-Outpatient	examination
and therapeutic lines of intervention in the	-Inpatient	(OSCE)
following conditions:	-Case	-MCQ
- Neuroleptic malignant syndrome	presentation	examination
- suicide	-Direct	-Written and
Agitation.	observation	oral exam
Substance intoxication.		
- Bizarre behavior.		
- Loss of Support.		
- organic brain syndrome.		
- critical ill patients.		
B. Mention updated principles of the following:	-Didactic	- log book
-indication of equipment and techniques, used for	(lectures,	-Objective
monitoring of critically ill patients,	seminars,	structure
- Rules& laws for admission & discharge or referral	tutorial)	clinical
to other centers, consultations or referral to	-outpatient	examination
emergency units	-inpatient	(OSCE)
- Ethics followed in critical ill patients management	-case	-MCQ
in psychiatric emergency units.	presentation	examination
- Forensic psychiatry.	-Direct	-Written and
	observation	oral exam
C. Mention basics care of the following rare	-Didactic	-OSCE at the
diseases and complicated conditions	(lectures,	end of each
- Coincident medical emergencies or organcity.	seminars,	year

- Comorbid multisysten involvement.	tutorial)	-log book &
- related condition threaten the family or society or	-Clinical	portfolio
patient life.	rounds	- One MCQ
D. Explain the facts and principles of the relevant	-Seminars	examination
basic supportive sciences related to Psychiatric	-Clinical	-Written and
emergencies.	rotations	oral
E. Explain the facts and principles of the relevant	-Service	examination
clinically supportive sciences related to Psychiatric	teaching	
emergencies.		
F. Describe the basic ethical and medicolegal		
principles revenant to the Psychiatric emergencies.		
G. Describe the basics of quality assurance to		
ensure good clinical care in Psychiatric emergencies.		
H. Explain the ethical and scientific principles of		
medical research.		
I. Explain the impact of common health problems in		
the field of Psychiatric emergencies.		

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
G. Design and present case in common problem related to Psychiatric emergencies H. Apply the basic and clinically supportive sciences which are appropriate to the Psychiatric emergencies related problems. I. Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical situation related to Psychiatric emergencies. J. Plan research projects. K. Write scientific papers. F. Lead risk management activities as a part of clinical governance Self injuries. Shock. Drug idiosyncrasy. Drug reaction. L. Plan quality improvement activities in the field of medical education and clinical practice in Psychiatric emergencies M.Create and innovate plans, systems, and other issues for improvement of performance in Psychiatric emergencies. N. Present and defend his / her data in front of	_	-Procedure and case presentation -Log book & Portfolio
a panel of experts O. Formulate management plans and alternative decisions in different situations in the field of Psychiatric emergencies		

C-Practical skills (Patient Care)

C-Practical Skills (Patient Care)			
ILOs	Methods of	Methods of	
	teaching/	Evaluation	
	learning		
A. Take history, examine and clinically	Lecture	-OSCE	
diagnose different conditions related to	- Seminar	-log book &	
Psychiatric emergencies	- Outpatient	portfolio	
	-Inpatient	- One MCQ	
	-Case	-Clinical	
	presentation	exam	
	-Direct		
	observation		
B. Order the following non invasive and	-Clinical round	- Procedure	
invasive diagnostic procedures	with senior staff	presentation	
- Blood gases and Metabolic Profile.	-Observation	- Log book	
- Disability evaluation : GCS,	-Post graduate	- Chick list	
- Heamodynamic Monitoring .	teaching		
- Respiratory monitoring.	-Hand on		
- appropriate investigation for Behavioral	workshops		
control of excited patient.	-Perform under		
- CPK	supervision of		
	senior staff		
C. Interpret the following non invasive and	-Clinical round	- Procedure	
invasive diagnostic procedures	with senior staff	presentation	
- Blood gases and Metabolic Profile.	-Observation	- Log book	
- Disability evaluation : GCS,	-Post graduate	- Chick list	
- Homodynamic Monitoring.	teaching		
- Respiratory monitoring.	-Hand on		
- CPK	workshops		
	-Perform		
	under		
	supervision of		
	senior staff		
D. Perform the following non invasive and	-Clinical round	- Procedure	
invasive diagnostic procedures	with senior staff	presentation	

The procedures mentioned in C.B	-Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	- Log book - Chick list
E. Prescribe the following non invasive and	-Clinical round	- Procedure
invasive therapeutic procedures.	with senior staff	presentation
- Disability evaluation : GCS,	-Observation	- Log book
- Haemodynamic Monitoring.	-Post graduate	- Chick list
- Respiratory monitoring.	teaching	
- Behavioral control of excited patient.	-Hand on	
	workshops	
	-Perform under	
	supervision of	
	senior staff	
F. Perform the following non invasive and	-Clinical round	- Procedure
invasive therapeutic procedures	with senior staff	presentation
- Behavioral control of excited patient.	-Observation	- Log book
- ECT.	-Post graduate	- Chick list
	teaching	
	-Hand on	
	workshops	
	-Perform under	
	supervision of	
G. Develop patient management plans for	senior staff -Clinical round	
G. Develop patient management plans for the following problems	with senior staff	
 Diseases mentioned in A.A and A.C 	with sellior stall	
	-Clinical round	
, ,	with senior staff	
management plans for the following problems.	with scillor stall	
 Conditions mentioned in A.A&C 		
• Conditions mentioned in A.A&C		

Discharged patients' emergency unit.		
I. Counsel and educate patients and their	-Clinical round	
family about;	with senior staff	
 Symptoms of critical illness Psychiatric 		
patient		
 Methods of management 		
Complications & prognosis of critically ill		
patients.		
J. Use information technology to support	-Clinical round	
patient care decisions and patient education	with senior staff	
for the Psychiatric emergencies related		
conditions.		
K. Provide health care services aimed at	-Clinical round	
preventing the following conditions	with senior staff	
Self Injuries or to surroundings.		
L. Work with health care professionals,	-Clinical round	
including those from other disciplines, to	with senior staff	
provide patient-focused care for the		
management of conditions in AA		
M. Write competently all forms of patient		
charts and sheets including reports evaluating		
these charts and sheets.(Write and evaluate a		
consultation note, Inform patients of a		
diagnosis and therapeutic plan, completing		
and evaluating comprehensive, timely and		
legible medical records)		

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and	-Simulations	- Global
ethically sound relationship with patients	-Clinical	rating
G. Perform the following oral	round	-Procedure &
communications:	-Seminars	case
a. Advise patient family	-Lectures	presentation
b. Deal with patient relatives	-Case	-Log book &
c. Ordering residents	presentation	Portfolios
d. Ordering nurses	-Hand on	
H. Fill the following reports:	workshops	- Chick list
Patients' medical reports		
Patient chart.		
Death report.		
MEDICOLEGAL REPO		
I. Work effectively with others as a member		
or leader of a health care team		
• A member of a health care team in Psychiatric		
Emergencies.		
 A leader of a health care team in night shift 		

Professionalism

ILOs	Methods of teaching/ Learning	Methods of Evaluation
 J. Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest. K. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices. L. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities 	- Observation - Senior staff experience - Case taking	-Objective structured clinical examination - Patient survey - 3600 global rating

Systems-Based Practice

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

Module 3: Interventional Psychiatry & Neuroimaging

A-Knowledge and understanding

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
A-Explain update and evidence based etiology,	- Didactic	- Log book
clinical picture, diagnosis and management	(lectures,	- Objective
of the following common diseases and	seminars,	structure
clinical conditions related to Psychiatry and	tutorial)	clinical
Diagnostic Indications of different	-Outpatient	examination
Neuroimaging modalities.	-Inpatient	(OSCE)
 Electroconvulsive therapy ECT 	- Case	- MCQ
 Drug screening, 	presentation	examination
Psychotherapy:	-Direct	-Written and
 Psychoanalytic psychotherapy. 	observation	oral exam
 Brief psychotherapy. 		
 Individual psychotherapy. 		
 Psychodrama. 		
 Family therapy. 		
biofeedback		
 Behavioral therapy. 		
 Family therapy. 		
 Cognitive therapy. 		
○ CBT		
(Cognitive behavior therapy.)		
 Hypnosis. 		
o rTMS		
B. Mention the principles of the following:	-Didactic	- Log book
-Normal and abnormal findings of	(lectures,	-Objective
neuroelctrophysiology and neuroimaging studies.	seminars,	structure
- Indications and prognostic values and diagnostic	tutorial)	clinical
tools sensitivity of each tool prescribed in AA	-outpatient	examination
	-inpatient	(OSCE)

C. Mention basics of the following rare diseases and conditions,	-case presentation	One MCQ examination
Mentioned conditions above combined with	-Direct	-Written and
other insults (trauma, metabolic disturbance,	observation	oral exam
toxicity)		
D. Explain the facts and principles of the relevant		
basic supportive sciences related to interventional		
psychiatry and neuroimaging studies.		
E. Explain the facts and principles of the relevant		
clinically supportive sciences related to		
interventional psychiatry and neuroimaging studies.		
F. Describe the basic ethical and medicolegal		
principles revenant to the interventional psychiatry		
and neuroimaging studies.		
G. Describe the basics of quality assurance to		
ensure good clinical care in interventional		
psychiatry and neuroimaging studies.		
H. Explain the ethical and scientific principles of		
medical research.		
I. Explain the impact of common health problems in		
the field of interventional psychiatry and		
neuroimaging studies on the society.		

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
A. Take history, examine and clinically diagnose different conditions related to interventional psychiatry and neuroimaging studies. B. Order the following non invasive and invasive diagnostic procedures Neuroimaging modalities. Electroconvulsive therapy ECT Drug screening, Psychotherapy:	-Didactic (lectures, seminars, tutorial) - Outpatient -Inpatient -Case presentation -Direct observation -Clinical round with senior staff -Observation -Post graduate teaching -Hand on	-OSCE -log book & portfolio - MCQ -Clinical exam - Procedure presentation - Log book - Chick list - Objective structure
-psychoanalytic psychotherapy brief psychotherapy individual psychotherapy psychodrama family therapy biofeedback - behavioral therapy family therapy cognitive therapy CBT (cognitive behavioral therapy.) - Hypnosis rTMS	workshops -Perform under supervision of senior staff	clinical examination (OSCE) - OSCE -log book & portfolio - MCQ -Clinical exam
 C. Interpret the following non invasive and invasive diagnostic procedures The procedures mentioned in C.B. 	-Clinical round with senior staff -Observation -Post graduate teaching	ProcedurepresentationLog bookChick listObjective

 D. Perform the following non invasive and invasive diagnostic procedures ECT . psychotherapy: -psychoanalytic psychotherapy. Brief psychotherapy. Individual psychotherapy. Psychodrama. Family therapy. biofeedback Behavioral therapy. Family therapy. 	-Hand on workshops -Perform under supervision of senior staff -Clinical round with senior staff -Observation -Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	structure clinical examination (OSCE)
- Cognitive therapyCBT (Cognitive behavioral therapy.)		
- Hypnosis. - rTMS.		
E. Prescribe the following non invasive and invasive therapeutic procedures.Mentioned above	-Clinical round with senior staff -Observation	
 F. Perform the following non invasive and invasive therapeutic procedures Neuroimaging modalities. .Electroconvulsive therapy ECT . Extracephalic stimulation CS, . Drug screening, . Psychotherapy: -psychoanalytic psychotherapy. brief psychotherapy. 	-Post graduate teaching -Hand on workshops -Perform under supervision of senior staff	

o psychodrama. o family therapy. o biofeedback o behavioural therapy. o cognitive therapy. o cognitive behavior therapy.) O Hypnosis. orTMS G. Develop and carry out patient management plans for the following problems • Related to interventional psychiatry H. Counsel and educate patients and their family about; • Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to senior staff I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: • Psychiatric assessment& reporting		T	
o family therapy. o biofeedback o behavioural therapy. o family therapy. o cognitive therapy. o cognitive therapy. o -CBT o (Cognitive behavior therapy.) o Hypnosis. orTMS G. Develop and carry out patient management plans for the following problems • Related to interventional psychiatry H. Counsel and educate patients and their family about; • Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: • Psychiatric assessment& reporting	. , . , , ,		
 biofeedback behavioural therapy. family therapy. cognitive therapy. -CBT (Cognitive behavior therapy.) Hypnosis. orTMS Develop and carry out patient management plans for the following problems Related to interventional psychiatry Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 			
 behavioural therapy. family therapy. cognitive therapy. -CBT (Cognitive behavior therapy.) Hypnosis. orTMS G. Develop and carry out patient management plans for the following problems Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry Prognosis of diagnosed condition related to interventional psychiatry Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	, , ,		
o family therapy. o cognitive therapy. o cognitive therapy. o -CBT o (Cognitive behavior therapy.) o Hypnosis. orTMS G. Develop and carry out patient management plans for the following problems • Related to interventional psychiatry H. Counsel and educate patients and their family about; • Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: • Psychiatric assessment& reporting	o biofeedback		
 cognitive therapy. CDBT (Cognitive behavior therapy.) Hypnosis. OTMS G. Develop and carry out patient management plans for the following problems Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	 behavioural therapy. 		
 CBT (Cognitive behavior therapy.) Hypnosis. OrTMS Develop and carry out patient management plans for the following problems Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	 family therapy. 		
 (Cognitive behavior therapy.) Hypnosis. OrTMS G. Develop and carry out patient management plans for the following problems Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	 cognitive therapy. 		
o Hypnosis. orTMS G. Develop and carry out patient management plans for the following problems • Related to interventional psychiatry H. Counsel and educate patients and their family about; • Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: • Psychiatric assessment& reporting	o -CBT		
G. Develop and carry out patient management plans for the following problems • Related to interventional psychiatry H. Counsel and educate patients and their family about; • Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: • Psychiatric assessment& reporting	(Cognitive behavior therapy.)		
G. Develop and carry out patient management plans for the following problems Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting	○ Hypnosis.		
management plans for the following problems Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting	orTMS		
Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting - Clinical round with senior staff	G. Develop and carry out patient	-Clinical round	
Related to interventional psychiatry H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting - Clinical round with senior staff - Clinical round with senior staff - Clinical round with senior staff	management plans for the following	with senior staff	
H. Counsel and educate patients and their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting -Clinical round with senior staff -Clinical round with senior staff -Clinical round with senior staff	problems		
 their family about; Prognosis of diagnosed condition related to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	 Related to interventional psychiatry 		
 Prognosis of diagnosed condition related to interventional psychiatry Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	H. Counsel and educate patients and	- Clinical round	
to interventional psychiatry I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting supervision of senior staff -Clinical round with senior staff -Clinical round with senior staff	their family about;	with senior staff	
I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting	 Prognosis of diagnosed condition related 	-Perform under	
I. Use information technology to support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting -Clinical round with senior staff -Clinical round with senior staff	to interventional psychiatry	supervision of	
support patient care decisions and patient education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting with senior staff -Clinical round with senior staff		senior staff	
education for the to interventional psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting	I. Use information technology to	-Clinical round	
psychiatry related conditions. J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting	support patient care decisions and patient	with senior staff	
J. Provide health care services aimed at preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting -Clinical round with senior staff with senior staff	education for the to interventional		
preventing the following conditions the delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting with senior staff -Clinical round with senior staff	psychiatry related conditions.		
delayed diagnosis and subsequent complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting	J. Provide health care services aimed at	-Clinical round	
complications of related conditions mentioned in AA K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting -Clinical round with senior staff	preventing the following conditions the	with senior staff	
 K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	delayed diagnosis and subsequent		
 K. Work with health care professionals, including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting -Clinical round with senior staff 	complications of related conditions		
 including those from other disciplines, to provide patient-focused care for the following: Psychiatric assessment& reporting 	mentioned in AA		
provide patient-focused care for the following: • Psychiatric assessment& reporting	K. Work with health care professionals,	-Clinical round	
following: • Psychiatric assessment& reporting	including those from other disciplines, to	with senior staff	
Psychiatric assessment& reporting	provide patient-focused care for the		
	following:		
	Psychiatric assessment& reporting		
	 medicolegal assessments. 		

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

D-General Skills Practice-Based Learning and Improvement

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
A. Perform practice-based improvement	-Simulations	- Global rating
activities using a systematic methodology in	-Clinical	-Procedure &
the common problems (plain and conduct	round	case
audit cycles)	-Seminars	presentation
Guidelines for procedures	-Lectures	-Log book &
 Interpretation of findings 	-Case	Portfolios
	presentation	
	-Hand on	- Chick list
	workshops	
B. Locate, appraises, and assimilates	-Simulations	- Global rating
evidence from scientific studies related to	-Clinical	-Procedure &
patients' health problems.	round	case
 Articles about topics mentioned in A.A 	-Seminars	presentation
	-Lectures	-Log book &
	-Case	Portfolios
	presentation	
	-Hand on	- Chick list
	workshops	

C. Apply knowledge of study designs and	
statistical methods to the appraisal of clinical	
studies and other information on diagnostic	
and therapeutic effectiveness	
D. Use information technology to manage	
information, access on-line medical	
information; and support their own education	
E. Lead the learning of students and other	
health care professionals in Pulmonary	
function testing	

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
 F. Create and sustain a therapeutic and ethically sound relationship with patients G. Perform the following oral communications: e. Interpretation of result of the pulmonary function test and blood gases H. Fill the following reports: Final comment on the results of the interventional tools I. Work effectively with others as a member or leader of a health care team A member of a health care team in psychotherapy, ECT, rTMS 	-Simulations -Clinical round -Seminars -Lectures -Case presentation -Hand on workshops	- Global rating -Procedure & case presentation -Log book & Portfolios - Chick list

Professionalism

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

Systems-Based Practice

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

Module 4: Addiction

A-Knowledge and understanding

ILOs	Methods of	Methods of
	teaching/	Evaluation
	learning	
A. Explain update and evidence based etiology, clinical picture, diagnosis and management of the following common diseases and clinical conditions related to addiction r diagnosis, treatment or follow up including the following aspects(techniques, method of study, circumstances that give significant measurable effects on reported findings(age, drugs), of the following conditions: - Alcohol. - Opiate dependence & related drugs - Cannabenoid dependence - Benzodiazepine dependence - Barbiturate dependence - Stimulants dependence - Amphetamine. - Anabolics - Other types of substance dependence (volatiles) - hypnotics. Anaxiolytics. Sedative. • Significant comorbidity with substance-related disorder Toxicity. Withdrawal, - detoxification Rehabilitation - prevention of relapses	-Didactic (lectures, seminars, tutorial) -Outpatient -Inpatient -Case presentation -Direct observation	- Log book - Objective structure clinical examination (OSCE) - One MCQ examination at the second half of the second year -Written and oral exam

Application of psychometric tests.e.g. ASI [Addiction Severity Index]		
- Psychotherapy related to specific types of		
Substances dependence.		
B. Mention the principles of the following:	-Didactic	- Log book
- habituation, dependence , toxicity, intoxication,	(lectures,	-Objective
withdrawal.	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
<u>C.</u> Mention basics of the following rare or	-Didactic	- Log book
degenerative diseases and conditions related to	(lectures,	-Objective
addiction with other morbidity or organicity.	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
D. Explain the facts and principles of the relevant	-Didactic	- Log book
basic supportive sciences related to addiction.	(lectures,	-Objective
	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
E. Explain the facts and principles of the relevant	-Didactic	- Log book

clinically supportive sciences related to	(lectures,	-Objective
addiction	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
F. Describe the basic ethical and medico legal	-Didactic	- Log book
principles revenant to addiction.	(lectures,	-Objective
	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
G. Describe the basics of quality assurance to	-Didactic	- Log book
ensure good clinical care in addiction	(lectures,	-Objective
H. Explain the ethical and scientific principles of	seminars,	structure
medical research.	tutorial)	clinical
I. Explain the impact of common health	-Outpatient	examination
problems in the field of addiction on the	-Inpatient	(OSCE)
society.	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam

B-Intellectual outcomes

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Design and present case in common problem related to addiction B. Apply the basic and clinically supportive sciences which are appropriate to addiction related problems. C. Demonstrate an investigatory and analytic thinking "problem – solving "approaches to clinical situation related to addiction. D. Plan research projects. E. Write scientific papers. F. Lead risk management activities as a part of clinical governs. Cardio respiratory arrest Cross CNS infection. AUTONOMIC MANIFESTATIONS. G. Plain quality improvement activities in the field of medical education and clinical practice in	teaching/	
 addiction H. Create and innovate plans, systems, and other issues for improvement of performance in addiction I. Present and defend his / her data in front of a panel of experts J. Formulate management plans and alternative decisions in different situations in the field of addiction 		

C-Practical skills (Patient Care)

C-Practical Skills (Patier	, , , , , , , , , , , , , , , , , , ,	
ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to addiction	-Didactic (lectures, seminars, tutorial) - Outpatient -Inpatient Case presentation -Direct observation	-OSCE -log book & portfolio - MCQ examination -Clinical exam
 B. Order the following non invasive and invasive diagnostic procedures Drug screening. Metabolic profile 	-Lecture - Seminar -Outpatient -Inpatient -Case presentation -Direct observation	- Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - MCQ examination
 C. Interpret the following non invasive and invasive diagnostic procedures Mentioned in C.B. 	-Didactic (lectures, seminars, tutorial) -outpatient -inpatient -case presentation -Direct observation	- Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - MCQ
 D. Prescribe the following noninvasive and invasive therapeutic procedures. For all procedures mentioned above in CB E. Perform the following non invasive 	-Didactic (lectures, seminars, tutorial)	ProcedurepresentationLog bookChick list

therapeutic procedures	-Outpatient	
Withdrawal	-Inpatient	
rehabilitation	-Case	
renabilitation	presentation	
	-Direct	
	observation	
F. Develop and carry out patient	-Clinical	
management plans for the mentioned problems	round with	
related to addiction in AA& CB.	senior staff	
Telated to addiction in AA& CD.		
G. Counsel and educate patients and their	- Clinical	
family about conditions mentioned in A.A.	round with	
	senior staff	
	-Perform	
	under	
	supervision of	
	senior staff	
H. Use information technology to support	-Clinical	
patient care decisions and patient education for	round with	
the addiction related conditions.	senior staff	
 Provide health care services aimed at 	-Clinical	
preventing the complication of conditions	round with	
Related to interventional Psychiatry.	senior staff	
J. Work with health care professionals,	-Clinical	
including those from other disciplines, to	round with	
provide patient-focused patient care for related	senior staff	
conditions mentioned A.A.		
K. Write competently all forms of patient		
charts and sheets including reports evaluating		
these charts and sheets.(Write and evaluate a		
consultation note, Inform patients of a diagnosis		
and therapeutic plan, completing and evaluating		
comprehensive, timely and legible medical		
records).		

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/	Methods of Evaluation
	learning	
F. Create and sustain a therapeutic and	-Simulations	- Global
ethically sound relationship with patients	-Clinical	rating
G. Perform the following oral	round	-Procedure &
communications:	-Seminars	case
f. With patient and family about line of	-Lectures	presentation
treatment.	-Case	-Log book &
H. Fill the following reports:	presentation	Portfolios
Medical/ legal report.	-Hand on	- Chick list
I. Work effectively with others as a member	workshops	
or leader of a health care team:		
A member of a health care team in addiction		

Professionalism

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

Systems-Based Practice

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

Module 5: Psychometry lab

A-Knowledge and understanding

A Knowiedge did dideis		Mothods of
ILOs		Methods of
	teaching/	Evaluation
	learning	
A-E xplain update and evidence based principle of	-Didactic	- Log book
psychometric assessment of the following:	(lectures,	- Objective
<u>❖</u> INTELLIGENCE:	seminars,	structure
<u>a.</u> Stanford- Binet test.	tutorial)	clinical
<u>b.</u> Wechsler intelligence scale with	-Outpatient	examination
different subtypes.	-Inpatient	(OSCE)
<u>c.</u> Bailey Developmental scale.	-Case	- One MCQ
<u>d.</u> Gicsel infant developmental scale	presentation	examination
❖ TEST OF ORGANICITY:-	-Direct	at the
a. MMSE.	observation	second half
b. Dementia rating scales.		of the second
c. Bender Gestalt Scales.		year
d. Benton- visual retention tests.		-Written and
e. Petrus Mazes.		oral exam
Tests of personality:		
a) MMPI		
b) Roscach test.		
c) TAT & CAT test.		
d) 5 facet personality inventory.		
e) Eysenk personality inventory.		
Hamilton scales.		
Beck depression scales.		
❖ Yale Brown OBSESSION Scales.		
Brief psychiatric scales.		
❖ WRAT.		
❖ CPT.		
❖ ADI-R.		
Deterioration index.		
B. Mention the principles of each test for	-Didactic	- Log book
- Indication,	(lectures,	-Objective
- Sensitivity.	seminars,	structure
- Validity.	tutorial)	clinical

- Reliability.	-Outpatient	examination
- indication,	-Inpatient	(OSCE)
- Precaution.	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
<u>C</u> . Mention basics of the following rare or	-Didactic	- Log book
degenerative diseases and conditions related to	(lectures,	-Objective
Psychometry with other morbidity or organicity or	seminars,	structure
unreliability of patient.	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
D. Explain the facts and principles of the relevant	-Didactic	- Log book
basic supportive sciences related to addiction.	(lectures,	-Objective
	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
E. Explain the facts and principles of the relevant	-Didactic	- Log book
clinically supportive sciences related to Psychometry	(lectures,	-Objective
lab	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam

F. Describe the basic ethical and medico legal	-Didactic	- Log book
principles revenant to. Psychometry lab	(lectures,	-Objective
	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
F. Describe the basics of quality assurance to ensure	-Didactic	- Log book
good clinical care in Psychometry lab	(lectures,	-Objective
	seminars,	structure
	tutorial)	clinical
	-Outpatient	examination
	-Inpatient	(OSCE)
	-Case	- MCQ
	presentation	examination
	-Direct	-Written and
	observation	oral exam
G. Explain the ethical and scientific principles of		
medical research.		
H. Explain the impact of common health problems		
in the field of Psychometry lab on the society.		

B-Intellectual outcomes

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

C-Practical skills (Patient Care)

ILOs	Methods of teaching/ learning	Methods of Evaluation
A. Take history, examine and clinically diagnose different conditions related to Psychometry lab	-Didactic (lectures, seminars, tutorial) - Outpatient -Inpatient Case presentation -Direct observation	-OSCE -log book & portfolio - MCQ examination -Clinical exam
B. Order the following non invasive a diagnostic procedures INTELLIGENCE: a) Stanford- Binet test. b) Wechsler intelligence scale.with different subtypes. c) Bayly Developmental scale. d) Gicsel infant developmental scale TEST OF ORGANICITY:- a. MMSE. b. Dementia rating scales. c. Bender Gestalt Scales. d. Benton- visual retention tests. e. Petrus Mazes. Tests of personality: a. MMPI b. Roscach test. c. TAT & CAT test. d. 5 facet personality inventory. e. Eysenk personality inventory.	-Lecture - Seminar -Outpatient -Inpatient -Case presentation -Direct observation	- Procedure presentation - Log book - Chick list - Objective structure clinical examination (OSCE) - MCQ examination

♦. 1111		
Hamilton scales.		
❖ Beck depression scales.		
Yale Brown OBSESSION SCALES.		
Brief psychiatric scales.		
❖ WRAT.		
❖ CPT.		
❖ -ADI-R		
C.Interpret the following non invasive and	-Didactic	- Procedure
invasive diagnostic procedures	(lectures,	presentation
Mentioned in C.B.	seminars,	- Log book
	tutorial)	- Chick list
	-outpatient	- Objective
	-inpatient	structure
	-case	clinical
	presentation	examination
	-Direct	(OSCE)
	observation	- MCQ
<u>D</u> .Prescribe the following non invasive and	-Didactic	- Procedure
invasive therapeutic procedures.	(lectures,	presentation
 For all procedures mentioned above in CB 	seminars,	- Log book
r or an procedures meneronea above in ob	tutorial)	- Chick list
	-Outpatient	Cirick list
	-Inpatient	
	-Case	
	presentation	
	•	
	-Direct	
E Dorform the following non-investige	observation	
E.Perform the following non invasive		
procedures for follow up of treatment		
INTELLIGENCE:		
- Stanford- Binet test.		
- Wechsler intelligence scale.with different		
subtypes.		
- Bayly Developmental scale.		
- Gicsel infant developmental scale		

TEST OF C	PRGANICITY:-		
-	MMSE.		
_	Dementia rating scales.		
_	Bender Gestalt Scales.		
-	Benton- visual retention tests.		
-	Petrus Mazes.		
Tests of p	ersonality:		
MMPI	•		
Roscach te	est.		
TAT & CAT	Γ test.		
-	5 facet personality inventory.		
-	Eysenk personality inventory.		
-	Hamilton scales.		
-	Beck depression scales.		
-	Yale Brown OBSESSION SCALES.		
-	Brief psychiatric scales.		
-	WRAT.		
-	CPT.		
	-ADI-R		
	and carry out patient management	-Clinical	
l -	he mentioned problems related to	round with	
	in AA& CB.	senior staff	
G.Counsel	and educate patients and their family	- Clinical	
about con	ditions mentioned in A.A.	round with	
		senior staff	
		-Perform	
		under	
		supervision of	
		senior staff	
H. Use info	ormation technology to support	-Clinical	
-	re decisions and patient education for	round with	
-	ometry lab related conditions.	senior staff	
I. Provide	health care services aimed at	-Clinical	
•	g the complication of conditions	round with	
Relate	d to interventional Psychiatry.	senior staff	

J.Work with health care professionals, including	-Clinical	
those from other disciplines, to provide patient-	round with	
focused patient care for related conditions	senior staff	
mentioned A.A.		
K.Write competently all forms of patient charts		
and sheets including reports evaluating these		
charts and sheets.(Write and evaluate a		
consultation note, Inform patients of a diagnosis		
and therapeutic plan, completing and evaluating		
comprehensive, timely and legible medical		
records).		

D-General Skills

Practice-Based Learning and Improvement

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

Interpersonal and Communication Skills

ILOs	Methods of teaching/ learning	Methods of Evaluation
F. Create and sustain a therapeutic and ethically	-Simulations	- Global
sound relationship with patients	-Clinical round	rating -Procedure
	-Seminars	& case
	-Lectures	presentation
	-Case	-Log book &
	presentation	
	-Hand on workshops	- Chick list
G.Perform the following oral communications:		
g. With patient and family about prognostic		
value for treatment		
H.Fill the following reports:		
Medical/ legal report.		
J. Work effectively with others as a member or		
leader of a health care team:		
A member of a health care team in		
Psychometry lab		

Professionalism

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

Systems-Based Practice

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

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

Time Schedule: Second Part

Topic	Covered ILOs			
	Knowledge	Intellectual	Practical	General
			skill	Skills
	Α	В	С	D
Module :	1 Psychiatric D	isorders		
Psychotic disorders	A-I	A-J	A-L	A-P
	В	Α		A-P
Psychiatric interview	A-I		Α	
Mood disorders	A-I	A-D	A-L	A-P
Anxiety disorders	A-I	A-D	A-L	A-P
Sleep disorders	A,D	A-D	A-C	A-P
Sexual dysfunctions and paraphilias	A,C,D	A-D	A,B	A-P
Psychiatric aspects of medical patients (consultation liason psychiatry.	Α	A-D	A-E	A-P
Somatoform and factious disorders.	A,C	A-D	A,C	A-P
Dissociative and amnestic disorders	A,D	A,D	A-E	A-P
Child psychiatry	A-C-I	A-D	A-I	A-P
Geriatric psychiatry	A,C-J	A-D	A-I	A-P
Personality disorders	Α	A-D	A-I	A-P
Anxiety disorders	A,C-I	A-G	A-L	A-P
Dementia, delirium, and other cognitive disorders	A,C-I	A-G	A-L	A-P
. Forensic Psychiatry.	В	A,B	A-D	A-P
Eating disorders	Α	А	A-D	A-P

mental retardation	A,C-I	A-D	A-E	A-P		
Drug dependence	A,C-I	A-D	A-L	A-P		
Dementia.	A,C-I	A-D	A-C	A-D		
Psychoanalysis	В	A-D	A-C	A-D		
Ethics.	В	A,B	Α	A-P		
Psychopharmacology.	В	A,B	A,B	A-E		
Psychometric Assessment	В	A,B	A-E	A-E		
Elimination disorders	A,C	A-G	A-C	A-E		
. Psychotherapy .	В	A-G	A-D	A-F		
Critical care for psychiatric patients (Emergencies)	A,C	A-I	A-C	A-R		
. Psychopharmacology	В	A,B	A-B	A-C		
Epidemiology of common psychiatric disorders	А	А	H-J	A-C		
Laboratory, imaging and psychometric investigations of psychiatric patients	A,B	Α	H-J	A-C		
Module 2	Psychiatric Em	ergencies				
Neuroleptic malignant syndrome	A-I	A-J	A-M	A-P		
- suicide	A-I	A-J	A-M	A-P		
. Agitation.	A-I	A-J	A-M	A-P		
Substance intoxication.	A-I	A-J	A-M	A-P		
- Bizare behavior	A-I	A-J	A-M	A-P		
Loss of Support.	A-I	A-J	A-M	A-P		
-Organic brain syndrome.	A-I	A-J	A-M	A-P		
Critical ill patients	A-I	A-J	A-M	A-P		
Module 3 Interventional Psychiatry & Neuroimaging						
B- Electroconvulsive therapy ECT	A-I	A-J	A-L	A-P		
. Drug screening,	В	Α		A-P		
	A-I		Α			
C- Psychotherapy	A-I	A-J	A-L	A-P		
Psychoanalytic psychotherapy.	В	Α		A-P		
	A-I		Α			

Brief psychotherapy.	A-I	A-D	A-L	A-P
- individual psychotherapy.	В	А		A-P
	A-I		Α	
Psychodrama .	A-I	A-D	A-L	A-P
Family therapy	В	А		A-P
	A-I		Α	
Biofeedback	A-I	A-D	A-L	A-P
Behavioral therapy.	В	А		A-P
	A-I		Α	
- family therapy.	A-I	A-D	A-L	A-P
cognitive therapy.	В	Α		A-P
	A-I		А	
СВТ	A-I	A-D	A-L	A-P
(cognitive behav therapy				
Hypnosis.	A-I	A-D	A-L	A-P
- rTMS	A-I	A-D	A-L	A-P
Mo	dule 4 Addic	tion		
Dependence, intoxication,				A-P
withdrawal, Rehabilitation				
Alcohol.	A-I	A-J	A-K	A-P
Opiate dependence & related drugs	A-H	A-J	A-K	A-P
Cannabenoid dependence	A-H	A-J	A-K	A-P
Benzodiazepine dependence	A-H	A-J	A-K	A-P
Barbiturate dependence	A-H	A-J	A-K	A-P
- Stimulants dependence	A-H	A-J	A-K	A-P
Amphetamine.	A-H	A-J	A-K	A-P
Anabolic	A-H	A-J	A-K	A-P
Other types of substance	A-H	A-J	A-K	A-P
dependence (volatiles)				
- Hypnotics.	A-H	A-J	A-K	A-P
Anaxiolytics.	A-H	A-J	A-K	A-P
Sedative.	A-H	A-J	A-K	A-P

Module 5 Psychometry Lab					
INTELLIGENCE	A-I	A-J	A-K	A-P	
Tests of personality:	A-I	A-J	A-K	A-P	
f. g. Hamilton scales.	A-I	A-J	A-K	A-P	
h. Yale Brown obsession scales.	A-I	A-J	A-K	A-P	
i. Brief psychiatric scales.	A-I	A-J	A-K	A-P	
Test of organ city	A-I	A-J	A-K	A-P	

5. Course Methods of teaching/learning: for students

Didactic (lectures, seminars, tutorial)

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

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

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

7. Course assessment methods:

i. Assessment tools:

- Clinical examination
- Written
- Oral examination
- Chick list
- log book & portfolio
- Procedure/case presentation
- ➤ MCQ
- Objective structured clinical examination
- Check list evaluation of live or recorded performance
- Record review (report)
- Patient survey
- 3600 global rating
- ii. Time schedule: At the end of the second part
- iii. Marks 1200.(written+ oral + clinical) exam.

8. List of references

i. Lectures notes

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

ii. Essential books

(ii. Essential books

-Oxoford handbook of Psychiatry David semple Roger Smyth,
Jonathan Burns, Rajan Darjee, Andrew McIntosh oxoford medical
publication

,1st edition 2005.

- -kaplan and Sodack of Psychiatry
- Companion Text book of Psychiatry .
- Comprehensive textbook of Psychiatry.

. -iii. Recommended textbook:

• Comprehensive textbook of Psychiatry.

iv. Periodicals, Web sites, ... etc

Periodicals:

v. others

None

Periodicals for last 3-5 years, Web sites, ... etc

- American Journal of Psychiatry
- •British journal of psychiatry.
- BMJ (Neurology, Neurosurgery and Psychiatry)

- Egyptian Journal of Neurology, Psychiatry and neurosurgery.
- Egyptian Journal of Psychiatry.
- Years book of Psychiatry and Neurology.
- Archives of general psychiatry.
- American journal of physiology.
- Journal of applied physiology.
- Human pathology
- Histopathology
- American Journal of surgical pathology
- Web Sites: http://www.ncbi.nlm.nih.gov/pubmed/

Others: None

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

ANNEX 2 Program Academic Reference Standards (ARS)

1- Graduate attributes for medical doctorate in Psychiatry

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

- **1-** Demonstrate competency and mastery of basics, methods and tools of scientific research and clinical audit in the chosen field of Psychiatry.
- **2-** Have continuous ability to add knowledge to the Psychiatry through research and publication.
- **3-** Appraise and utilise relevant scientific knowledge to continuously update and improve clinical practice.
- **4-** Acquire excellent level of medical knowledge in the basic biomedical, behavioural and clinical sciences, medical ethics and medical jurisprudence and apply such knowledge in patient care and scientific research.
- **5-** Function as a leader of a team to provide patient care that is appropriate, effective and compassionate for dealing with health problems and health promotion.
- **6-** Identify and create solutions for health problems in his speciality.
- **7-** Acquire an in depth understanding of common areas of Psychiatry, from basic clinical care to evidence based clinical application, and possession of required skills to manage independently all problems in these areas.
- 8- Demonstrate leadership competencies including interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professions, the scientific community and the public.

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

2- Competency based Standards for medical doctorate in Psychiatry

2.1- Knowledge and understanding

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

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

2- Intellectual skills

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

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

<u> 2.3- Clinical skills</u>

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

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

2.4- General skills

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

responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Competency-based objectives for Systems-based Practice:

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

Annex 3, Methods of teaching/learning

Annex 3, Methods of teaching/learning

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

Teaching methods for knowledge

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

Teaching methods for patient care

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

Teaching methods for other skills

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

Annex 4, Assessment methods

Annex 4, ILOs evaluation methods for MD students.

Method	Practical skills	K	Intellectu al	General skills			
	Patient care	K	I	Practice- based learning/ Improveme nt	al and communica	Professionali sm	Systems- based practice
Record review	Х	Х	Х		Х	Х	Х
Checklist	Х				Х		
Global rating	Х	Х	Х	Х	Х	Х	Х
Simulations	Х	Х	Х	Х	Х	Х	
Portfolios	Х	Х	Х	Х	Х		
Standardized oral examination	Х	Х	Х	Х	Х		Х
Written examination	Х	Х	Х	Х			Х
Procedure/ case log	Х	Х					
OSCE	Х	Х	X	Х	Х	×	Х

Annex 4, Glossary of MD students assessment methods

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

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

Annex 5, program evaluation tools

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

Annex 6, program Correlations:

مصفوفة توافق المعايير القومية القياسية العامة لبرامج الدكتوراه مع المعايير الأكاديمية المعتمدة من كلية الطب – جامعة أسوان لدرجة الدكتوراه في الطب النفسى

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

Graduate attributes

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

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

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

Academic standards

2-

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

	البراهين والأدلة
2.2.I- Discussion making in different situations	2-2-ط -اتخاذ القرارات المهنية في سياقات
related to Psychiatry.	مهنية مختلفة
 2.3. A- MD students must be able to provide extensive level of patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health extensive level means in depth understanding and from basic science to evidence – based clinical application and possession of skills to manage independently all problems in Psychiatry. 2.3. B- Master patient care skills relevant to Psychiatry or patients with all diagnoses and procedures. 	2-3-1 -إتقان المهارات المهنية الأساسية و الحديثة في مجال التخصص
2.3. C- Write and evaluate reports for situations related to the field of Psychiatry.	2-3-ب- كتابة و تقييم التقارير المهنية.
2.4.A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management	2-3-ج -تقييم و تطوير الطرق و الأدوات القائمة في مجال التخصص
2.4.B- Use competently all information sources and technology to improve his practice.	2-3-د - استخدام الوسائل التكنولوجية بما يخدم الممارسة المهنية
 2.4.A-Master practice-based learning and improvement skills that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, improvements in patient care and risk management 2.4.G- Participate in improvement of the education system. 	2-3-2 - التخطيط لتطوير الممارسة المهنية وتتمية أداء الآخرين

II-Program ARS versus pr ogram ILOs

Comparison between ARS- ILOS for medical doctorate for Psychiatry

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

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

continuous

(ARS)

2-3- Clinical skills:

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

continuous

(ILOs)

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

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

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

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

2-4- General skills

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

2/3/2 General skills

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

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

 2-3-2-Q- Demonstrate a commitment to ethical principles including provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices. 2-3-2-R- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and
disabilities. 2-3-2-S- Work effectively in health care delivery settings and systems related to Psychiatry including good administrative and time management. 2-3-2-T- Practice cost-effective health care and resource allocation that does not compromise quality of care. 2-3-2-U- Advocate for quality patient care and assist patients in dealing with system complexities. 2-3-2-V- Design, monitor and evaluate specification of under and post graduate courses and programs.
2-3-2-W- Act as a chair man for scientific meetings including time management 2-3-2-S- Work effectively in health care delivery settings and systems related to Psychiatry including good administrative and time management. From A to H

III - Program matrix Knowledge and understanding

Course	Program covered ILOs				
	2/1/A	2/1/B	2/1/C	2/1/D	2/1/E
Course 1 : Medical statistics		✓			
Course 2 : Research Methodology		>			
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research			√		
Course 4: Neurophysiology and Neuropsychopharmacology	√				
Course 5: Psychology &Psychopathology	\				
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	✓				
Course 7: Psychiatry	√	√	√	√	√

Intellectual

Course	Program covered ILOs									
	2/2/A	2/2/B	2/2/C	2/2/D	2/2/E	2/2/F	2/2/G	2/2/H	2/2/I	
Course 1 : Medical statistics			√	✓				✓		
Course 2 : Research Methodology			√	√				√		
Course 3 : Medicolegal Aspects and Ethics in Medical Practice and Scientific Research								√		
Course 4: Neurophysiology and Neuropsychopharmacology	✓	\								
Psychology &Psychopathology	√	√								
Course 6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	>	→								
Course 7: Psychiatry	✓	✓	✓	✓	✓	✓	✓	✓	√	

Practical Skills (Patient Care)

Course	Program covered ILOs								
	2/3/1/A	2/3/1/B	2/3/1/C	2/3/1/D	2/3/1/E	2/3/1/F	2/3/1/G	2/3/1/H	
Course 1:									
Medical									
statistics									
Course 2:									
Research									
Methodology									
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific				✓				\	
Research									
Course 4: Neurophysiolo gy and Neuropsychop harmacology									
Course 5: Psychology &Psychopathol ogy									
Course6: Neuropatholog y of Psychiatric disorders & Genetics of Psychiatric disorders		√	√	✓	√	√	√		
Course 7: Psychiatry	√	√	✓	√	√	√	✓	√	

Practical Skills (Patient Care)

Course	Program covered ILOs								
	2/3/1/I	2/3/1/J	2/3/1/K	2/3/1/L	2/3/1/M	2/3/1/N	2/3/1/0		
Course 1 : Medical statistics									
Course 2 : Research Methodology									
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research	>	✓							
Course 4: Neurophysiology and Neuropsychopharmacology	√	√							
Course 5: Psychology &Psychopathology	√	√							
Course6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	✓	✓							
Course 7: Psychiatry	√	√	√	✓	✓	✓	√		

General Skills

Course	Program covered ILOs								
304130	2/3/2/A	2/3/2/B	2/3/2/C	2/3/2/D	2/3/2/E	2/3/2/F	2/3/2/G	2/3/2/H	
Course 1 : Medical statistics		✓							
Course 2 : Research Methodology		√		√	√				
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research									
Course 4: Neurophysiol ogy and Neuropsycho pharmacology		√							
Course 5: Psychology &Psychopath ology		√		√	√				
Course6: Neuropatholo gy of Psychiatric disorders & Genetics of Psychiatric disorders		√							
Course 7: Psychiatry	√	√	√	√	√	√	√	√	

General Skills

Course	Program covered ILOs							
	2/3/2/I	2/3/2/J	2/3/2/K	2/3/2/L	2/3/2/ M	2/3/2/N	2/3/2/0	2/3/2/P
Course 1 : Medical statistics	√	√	√					
Course 2 : Research Methodology	√	√						
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research				√				
Course 4: Neurophysiolog y and Neuropsychoph armacology			✓	✓				
Course 5: Psychology &Psychopathology			√	√				
Course6: Neuropatholog y of Psychiatric disorders & Genetics of Psychiatric disorders			✓	√				
Course 7: Psychiatry	✓	√	√	✓	√	√	✓	√

General Skills

Course	Program covered ILOs							
	2/3/2/Q	2/3/2/R	2/3/2/S	2/3/2/T	2/3/2/U	2/3/2/V	2/3/2/W	
Course 1 : Medical statistics								
Course 2 : Research Methodology								
Course 3: Medicolegal Aspects and Ethics in Medical Practice and Scientific Research								
Course 4: Neurophysiology and Neuropsychopharmacology	~		>					
Course 5: Psychology &Psychopathology	√		√					
Course6: Neuropathology of Psychiatric disorders & Genetics of Psychiatric disorders	>		>					
Course 7: Psychiatry	✓	√	<u>√</u>	✓	✓	✓	✓	

Annex 7, Additional information:

- ☑ Department information: Neurology and Psychiatry department is divided into many specialized equipped units i.e.:
- ❖ Neurological patients' wards: 72 beds.
- Weekly 3 out patients' neurology clinics (new patients, follow up post discharge appointments, discharged critical care patients Follow up clinic)
- ❖ Weekly 2 epilepsy out patient clinic.
- ❖ Stroke ICU (24 beds)
- ❖ Neurophysiology unit (equipped with computerized Digital EEG – conventional EEG and Video monitoring EEG, 2 Nihon Khoden for Neurophysiology testing (evoked potential, EMG, NCVs, F wave......) and magnetic lab (diagnostic and therapeutic tools).
- Sleep Lab
- ❖ Psychatric patients wards 47 beds.
- ❖ Addiction patients wards 10 beds.
- Weekly 3 days out patients' psychiatry clinics (new patients, follow up post discharge appointments, discharged critical care patients Follow up clinic.
- ❖ 3 days/Week out patients' psychiatry clinics for treatment and follow up of chronic psychiatric patients.
- Psychomotery lab.

区 Staff members:

Thirty four staff members:11 Psychiatrists and 23 Neurologists.

They are including 16 professors, 6assistant professors, and 12 lectures.

☒ Opportunities within the department:

- Scientific Library (Neurology and Psychiatry Text Books and journals periodicals), MD, MSc thesis,
- Seminar room with data show
- Electronic Library of Scientific Seminars, case presentations.
- Audiovisual skill teaching unit (neurological and psychiatric examination- basic science and medical knowledge).
- New center.

☑ Department quality control insurance for completing the program:

Evaluation by:

- The director of program (head of department),
 Coordinators of Program, and each module, and staff members.
- Regular assessments.
- Log book monitoring.
- External assessment.

(End of the program specification)