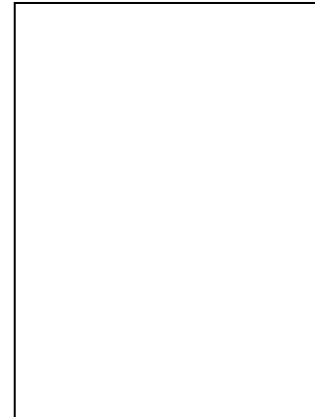


**Mansoura Faculty of Medicine
Department of Otorhinolaryngology
The Unit of Phoniatics**

Logbook of Phoniatics
"Doctorate Training Program"

2020 - 2021

IDENTIFICATION OF TRAINEE



Surname:

Forenames

Nationality _____

Place and date of birth _____

Address

Date of commencement of training _____

End of training _____

Director of training

(Overall responsibility

for training program) _____

(I) Theoretical lectures and courses:

(A) First Part:

Course Code	Course	Attendance Percentage	Signature Instructor	Date of course completion
Phon 624 CS	Communication Sciences			
Phon 624 PL	Phonetics& Linguistics			
	Advanced studies in the medical field			

(B) Second Part:

Course Code	Course	Attendance Percentage	Signature Instructor	Date of course completion
Phon 624 PD	Phoniatic disorders			
PHON 624 PDTa	1- Language disorders			
PHON 624 PDTb	2- Speech disorders.			
PHON 624 PDTc	3- Voice disorders and phonosurgery.			
PHON 624 PDTd	4- Swallowing disorders.			

Communication Sciences course (Phon 624 CS)

Subject	Lecture date	Instructor Signature
(A) Anatomy and embryology of the vocal tract and related structures:	/ /	
1- Anatomy of the skull and the face including the embryology and development of these anatomical parts.	/ /	
2- Anatomy of the neck and its triangles including the embryology and development of these anatomical parts.	/ /	
3- Anatomical structures of the pharynx.	/ /	
4- Anatomical structures of the lip and tongue including the embryology and their development.	/ /	
5- Anatomical structures of the palate including the embryology and their development.	/ /	
6- Detailed anatomy of the laryngeal skeleton.	/ /	
7- Detailed anatomy of the muscular system, nerve and blood supply of the larynx.	/ /	
8- The functional anatomy of the phonatory system.	/ /	
9- The macroscopic and microscopic structure of the vocal folds.	/ /	
10- The anatomical structure, embryological origin, and functional and applied anatomy of the brain including the anatomy of the vascular system.	/ /	
11- The anatomical structure, embryological origin, and functional anatomy of the brain stem (midbrain, pons, medulla, nuclei of the cranial nerves, cranial nerves).	/ /	
12- Structure of the thoracic cavity and function anatomy of the lungs.	/ /	
13- Anatomical structures of the ear, nose.	/ /	
(B) Physiology of Communication and swallowing:	/ /	
1- Communication (levels, methods, function).	/ /	
2- Respiration: mechanism: types(pectoral, abdominal), role of muscles during phonation and speech and measurement of respiratory capacity.	/ /	
3- Larynx: functions and laryngeal sphincters.	/ /	
4- Larynx: theories of phonation, vocal parameters and registers.	/ /	
5- Larynx: self-regulatory mechanism and control of the laryngeal and respiratory movements.	/ /	
6- Larynx: Physiology of the posterior glottis.	/ /	
4- Cortical organization for language function: cortical areas, cerebral dominance and its evidence. And	/ /	
4- Functions of the right and left hemispheres.	/ /	
7- Hierarchy of the motor organization: UMN,LMN, extrapyramidal, vestibuloreticular, cerebellar and conceptual programming levels.	/ /	
8- Physiology of the velopharyngeal valve in speech and non-speech activities.	/ /	
9- Physiology of deglutition in adults.	/ /	

10- Physiology of deglutition in infants and development of feeding and swallowing.	/ /	
11- Physiology of the special senses with emphasis of hearing and taste sensations.	/ /	
(B) Instrumentation and electronics of communication and swallowing:		
1- Analog electronics (principles, semiconductor devices).	/ /	
2- Digital system (principles and interfacing the analog and digital worlds).	/ /	
3- General purpose tools: organization of instrumental arrays and amplifiers.	/ /	
4- General purpose tools: microphone, tape recorders, analog to digital converters.	/ /	

Phonetics& Linguistics course (Phon 624 PL)

Subject	Lecture date	Instructor Signature
<u>I. Phonetics:</u>		
A. Articulatory Phonetics:	/ /	
1-Articulators.		
2- Speech sounds: Consonants.	/ /	
3- Speech sounds: Vowels.	/ /	
4- Phonemes, syllable.	/ /	
5- Prosody.	/ /	
6- Distinctive Features and the international phonetic alphabet and symbols to imply for variations in the production of different sounds.	/ /	
B. Acoustic Phonetics :	/ /	
1- Sound and sound wave, pure tone and complex tones.		
2- Characteristics of sound [Frequency (Pitch), Amplitude (Loudness), Quality], wave Analysis and spectrum analysis.	/ /	
3- Resonance of the vocal tract and hearing range and reference levels.	/ /	
4- Acoustic Theory of vowel production and formant frequencies.	/ /	
<u>II. Linguistics:</u>	/ /	
1- Language, communication and cognition.	/ /	
2- Cognitive Development.	/ /	
3- Language and Thought.	/ /	
4- Phonology.	/ /	
5- Phonological development.	/ /	
6- Syntax and morphology.	/ /	
7- Syntactic Development.	/ /	
8- Semantics.	/ /	
9- Semantic development.	/ /	
10- Pragmatics.	/ /	
11- Pragmatic development.	/ /	
8- Pre-requisites of normal language Development.	/ /	

Phoniatic disorders course (Phon 624 PD)
A- Language disorders course (PHON 624 PDTa)

Subject	Lecture date	Instructor Signature
(A) Delayed language development in children: (1) Definitions, aetiology, clinical pictures and classification.	/ /	
(2) Hearing disorders (central and peripheral).	/ /	
(3) Mental retardation	/ /	
(4) Brain damaged motor handicapped child (cerebral palsy).	/ /	
(5) Autism spectral disorders (ASD).	/ /	
(6) Attention deficit hyperactive disorders (ADHD).	/ /	
(7) Specific language impairment (SLP).	/ /	
(8) Assessment protocols for delayed language development in children.	/ /	
(9) Intervention programs for delayed language development in children (counseling for families and training programs).	/ /	
(B)Dysphasia and Aphasia: (1) Classifications, language organization, symptomatology, spontaneous recovery, agnosia.	/ /	
(2) Assessment protocols for dysphasia and aphasia.	/ /	
(3) Intervention programs for dysphasia and aphasia.	/ /	
(C) Learning disability: (1) Disorders of reading, writing and calculating (dyslexia, dysgraphia, dyscalculia): definitions, etiology, features.	/ /	
(2) Assessment protocols for learning disabilities.	/ /	
(3) Intervention programs for learning disabilities.	/ /	

Phoniatric disorders course (Phon 624 PD)

B- Speech disorders course (PHON 624 PDTb)

(A) Articulation disorders (dyslalias):		
(1) Definitions, etiology, types, factors affecting severity and recovery, malocclusion problems.	/	/
(2) Intervention programs for articulation errors.	/	/
(B) Resonance disorders:		
(1) Types, velopharyngeal incompetence etiology, epidemiology, problems associated with VPI.	/	/
(2) Assessment protocols for velopharyngeal incompetence	/	/
(3) Intervention programs for hypernasality.	/	/
(C) Dysfluency disorders (stuttering and cluttering):		
(1) Definitions, theories, development, symptomatology, severity, prognosis.	/	/
(2) Assessment protocols for stuttering.	/	/
(3) Treatment strategies for stuttering in children and adults.	/	/
(D) Motor speech disorders:		
(1) Dysarthria: Classifications, types, characteristics feature. Apraxia of speech and oral apraxia.	/	/
(2) Assessment protocols for dysarthria, apraxia of speech and oral apraxia.	/	/
(3) Intervention programs for dysarthria, apraxia of speech and oral apraxia.	/	/

Phoniatic disorders course (Phon 624 PD)

C- Voice disorders and phonosurgery course (PHON 624 PDTc)

(1) Physio-structural aspects and classification: - organic causes (congenital anomalies including sulcus glottideus and acquired causes including endocrinopathies, dysplasia and malignant neoplasms,	/ /	
(2) organic causes: vocal fold immobility	/ /	
(3) organic causes: spasmodic dysphonia	/ /	
(4) MAP lesions.	/ /	
(5) Non-organic (functional) voice disorders,	/ /	
(6)Assessment protocols for evaluation of voice disorder	/ /	
(7)Intervention programs for voice disorders: (a)Voice therapy techniques (holistic and specific).	/ /	
(8)Intervention programs for voice disorders: (b) Pharmacological therapy including Botox injection.	/ /	
(9)Intervention programs for voice disorders: (c) Phonosurgery for optimum voice outcome (Extirpation endolaryngeal microsurgery, vocal fold augmentation and intracordal injections and TEP voice prosthesis)	/ /	
(10)Rehabilitation of the laryngectomee.	/ /	

Phoniatic disorders course (Phon 624 PD)

D- Swallowing disorders course (PHON 624 PDTd)

(A) oro-pharyngeal dysphagia in children:		
(1) Physiological breakdown of feeding and deglutition, epidemiology, causes and abnormal feeding behaviors, clinical subtypes of feeding and swallowing disorders.	/ /	
(2) Assessment of feeding and swallowing problems in children (bed side and instrumental assessment).	/ /	
(3) Management of feeding and swallowing problems in children including management of drooling.	/ /	
(B) oro-pharyngeal dysphagia in adults:		
(1) Physiological breakdown of deglutition, epidemiology, causes, associated symptoms and signs.	/ /	
(2) Assessment of oro-pharyngeal dysphagia in adults (bed side and instrumental assessment).	/ /	
(3) Management of oro-pharyngeal dysphagia in adults.	/ /	

(II) Clinical Training Program:

[I] Case-load sheet for Doctorate period:

Candidate name:

Training period: / /20 - / /20

Training year (1): / /20

I- Clinical cases	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		Sep		Oct		Nov		Dec	
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
Language dis. (70)																								
* DLD (50)																								
S.L.I. (5)																								
Environmental (2)																								
Below average (5)																								
B.D.M.H. (2)																								
M.R. (5)																								
H.I. :Con. Aids (7) C.I. (4)																								
A.D.H.D (10)																								
A.S.D. (10)																								
* L.D. (10)																								
* Dysphasia (10)																								
Speech dis. (80)																								
Dyslalia (50)																								
Resonance (15)																								
Stuttering: Child(10) Adult (5)																								
Dysarthria (10)																								
Voice dis. (35): Non-Organic (20) MAPL(5) & Org. (5) Total Lx (5)																								
Swallowing dis.(20) Child (10) Adult (10)																								
Research Cases ()																								
II- Assess. Protocols																								
Articulation test (100)																								
Language test (50)																								
Dyslexia S. test (10)																								
Dysphasia test (10)																								
Rigid endoscopy(100)																								
Fibro-endoscopy (40)																								
M.B.S. (10)																								
F.E.E.S (10)																								

O= old cases, N=new cases

Case-load sheet for Doctorate period

Candidate name:

Training period: / /20 - / /20

Training year (1): / /20 (cont.)

I- Clinical cases	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		Sep		Oct		Nov		Dec	
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
Language dis. (70)																								
* DLD (50)																								
S.L.I. (5)																								
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Swallowing dis.(20) Child (10) Adult (10)																								
Research Cases ()																								
II- Assess. Protocols																								
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Dysphasia test (10)																								
Rigid endoscopy(100)																								
Fibro-endoscopy (40)																								
M.B.S. (10)																								
F.E.E.S (10)																								
Others ()																								

O= old cases, N=new cases

Case-load sheet for Doctorate period

Candidate name:

Training period: / /20 - / /20

Training year (2): / /20

I- Clinical cases	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		Sep		Oct		Nov		Dec	
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
Language dis. (70)																								
* DLD (50)																								
S.L.I. (5)																								
Environmental (2)																								
Below average (5)																								
B.D.M.H. (2)																								
M.R. (5)																								
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Dysarthria (10)																								
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Swallowing dis.(20) Child (10) Adult (10)																								
Research Cases ()																								
II- Assess. Protocols																								
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Language test (50)																								
Dyslexia S. test (10)																								
Dysphasia test (10)																								
Rigid endoscopy(100)																								
Fibro-endoscopy (40)																								
M.B.S. (10)																								
F.E.E.S (10)																								
Others ()																								

O= old cases, N=new cases

Case-load sheet for Doctorate period

Candidate name:

Training period: / /20 - / /20

Training year (3): / /20

I- Clinical cases	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		Sep		Oct		Nov		Dec	
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
Language dis. (70)																								
* DLD (50)																								
S.L.I. (5)																								
Environmental (2)																								
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Research Cases ()																								
II- Assess. Protocols																								
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Dysphasia test (10)																								
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Fibro-endoscopy (40)																								
M.B.S. (10)																								
F.E.E.S (10)																								
Others ()																								

O= old cases, N=new cases

Case-load sheet for Doctorate period

Candidate name:

Training period: / /20 - / /20

Training year (4): / /20

I- Clinical cases	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		Sep		Oct		Nov		Dec	
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
Language dis. (70)																								
* DLD (50)																								
S.L.I. (5)																								
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Rigid endoscopy(100)																								
Fibro-endoscopy (40)																								
M.B.S. (10)																								
F.E.E.S (10)																								
Others ()																								

O= old cases, N=new cases

[II] Performance evaluations:

1) Developmental Language disorders:

Diagnostic	Number of cases	Performance Category (b), (s) or (i)	Signature trainer	Date
diagnostic interview of parents				
developmental questionnaires				
evaluation of verbal communication: phonetic, phonological (Arabic Articulation test - MAAT), prosodic, morphological, syntactic, semantic, and pragmatic level (Arabic language test)				
evaluation of non-verbal communication				
estimation of linguistic and general cognitive developmental stage				
evaluation of communication mode (oral-aural, manual, combined, total) for hearing impaired children				
estimation of behavior and attention				
neurological examination of children				
speech motor examination protocol				
oral motor examination protocol				
scaling of psychomotor, vestibular and kinesthetic development				
differential diagnostics of types and subtypes delayed language development				
syndromes associated with language impairment				
multilingual speech and language acquisition				
interpretation of the results of psychometric evaluations				
interpretation of results of occupational /physical therapy				
interpretation of results of audiological evaluation				
laboratory examinations of developmentally delayed children				
Interpretation of the results of Electro-Encephalography (EEG)				
CT/MRI of the brain and other radiological procedures				
other				

Rehabilitation				
initiation and coordination of multidisciplinary rehabilitation				
Counseling of the family for general language stimulation				
Language therapy for specific language impairment				
Language therapy for mental retardation				
Language therapy for autistic spectral disorders (ASD)				
Language therapy for attention deficit hyperactive disorders (ADHD)				
Language therapy for hearing impaired children				
habilitation of cochlear implantee				
special knowledge of cochlear implant technology i.e. analogous-digital, speech processor strategies				
Language therapy for brain damaged motor handicapped children (cerebral palsy).				
principles of augmentative communication methods				
principles of computerized rehabilitation				
Others				
Medical treatment				
general principles of drug treatment				
other				

(b) = basic knowledge; (s) = Practice under supervision/assistance; (i) = Practice independently.

2) Acquired Language disorders:

Diagnostic	Number of cases	Performance Category (b), (s) or (i)	Signature trainer	Date
evaluation of verbal communication: phonetic, phonological, prosodic, morphological, syntactic, semantic, and pragmatic level (dysphasia test)				
examination of writing and reading skills (dysphasia test)				
evaluation of non-verbal communication				
estimation of linguistic and general cognitive state				
speech perception protocol				
speech motor examination protocol				
oral motor examination protocol				
standard neurological examination				
differential diagnosis in respect of various neurological diseases and subtypes of dysphasia				
interpretation of results of (neuro) psychological / psychometric examinations				
interpretation of results of occupational/ physical therapy				
CT/MRI of the brain and other radiological imaging				
Other				
Rehabilitation				
coordination of rehabilitative measures				
Counseling of the family for general language stimulation				
Language therapy for dysphasia				
principles of augmentative communication methods				
principles of computerized rehabilitation				
Others				
Medical treatment				
general principles of drug treatment				
Others				

3) Learning disability disorders (dyslexia and Dysgraphia):

Diagnostic	Number of cases	Performance Category (b), (s) or (i)	Signature trainer	Date
psychomotor, cognitive, auditory, language, and academic stages of normal individuals of different ages				
diagnostic data collection from parents, teachers etc.				
estimation of linguistic, general cognitive and academic developmental stage				
evaluation of literacy: phonological awareness, reading, writing				
neurological examination				
diagnostics in attention deficit disorders				
differential diagnostics in respect of auditory processing disorders.				
genetics of learning disorders				
interpretation of results of (neuro) psychological, psychometric and pedagogic examinations				
Others				
Rehabilitation				
coordination of rehabilitative measures				
neuropsychological therapy principles				
principles of pedagogic training in dyslexic and dysgraphic pupils				
principles of computerized rehabilitation				
other				

4) Speech disorders:

Diagnostic	Number of cases	Performance Category (b), (s) or (i)	Signature trainer	Date
Diagnostic interview				
auditory/visual/palpatory examination				
phonological evaluation of speech (Arabic articulation test- MAAT)				
Evaluation of dysfluent speech, auditory perceptual protocol (verbal and non-verbal communication) (child).				
Evaluation of dysfluent speech, auditory perceptual protocol (verbal and non-verbal communication) (adult).				
Evaluation of velopharyngeal function, auditory perceptual protocol				
Classification of dysarthria				
Evaluation of dysarthric speech auditory perceptual protocol				
Examination of cranial nerve function				
Speech motor examination protocol				
Oral motor examination protocol				
Evaluation of velopharyngeal and laryngeal function, fiberoptic				
Classification of cleft lip/palate				
Instrumental assessment of velopharyngeal function, nasalance				
Objective speech motor analysis , acoustic				
CT/MRI and other radiology				
Other				
Rehabilitation				
coordination of rehabilitative measures				
Counseling for articulation disorders				
Family counseling for stuttered child				
Speech therapy for articulation disorders				

Speech therapy for stuttering/cluttering (child)				
Speech therapy for stuttering/cluttering (adult)				
Speech therapy for hypernasality				
Speech therapy for dysarthria				
biofeedback rehabilitation				
AAC: communicators and strategies				
computerized rehabilitation				
oral motor devices and prosthesis				
Others				
Medical treatment				
general principles of drug treatment				
Other				
Surgery				
principles of cranio-facial surgery				
principles of maxillo-oral surgery				
principles of velo-pharyngeal surgery				
understanding consequences of various surgical procedures on articulation				
Other				

5) Voice disorders:

Diagnostic	Number of cases	Performance Category (b), (s) or (i)	Signature trainer	Date
Diagnostic interview				
Auditory/visual/palpatory examination				
Auditory perceptual evaluation (GSLBI)				
Classify voice disorders				
Field recordings of voice production				
Indirect laryngoscopy				
Rigid video/digital laryngoscopy				
Rigid video/digital laryngostroboscopy				
Flexible transnasal video/digital laryngoscopy				
Flexible transnasal video/digital laryngostroboscopy				
Instrumental assessment of voice functions				
CT/MRI of vocal tract/larynx				
others				
Rehabilitation				
Counseling of voice hygienic measures				
Holistic voice therapy session (Smith Accent method)				
specific voice therapy techniques				
Esophageal voice rehabilitation for the laryngectomee				
voice prosthesis/electrolarynx				
others				
Medical treatment				
general principles of drug treatment in dysphonia				
basic knowledge in respect of general drug treatment influences on voice function				
basic understanding of hormonal medication				
botulinum toxin treatment				

other				
Phonosurgery/Surgery				
general principles of indications and techniques				
microlaryngoscopic vocal fold surgery				
Secondary TEP insertion				
Vocal fold injections (Botox, fat ..)				
understanding consequences of various surgical procedures on voice function				
others				

6) Swallowing disorders:

Diagnostic		Number of cases	Performance Category (b), (s) or (i)	Signature trainer	Date
diagnostic interview with patient and relatives (adult)					
diagnostic interview with patient and relatives (child)					
auditory/visual/palpatory examination					
clinical evaluation of swallowing (bedside examination)					
nutritional evaluation					
swallowing-related quality of life questionnaires					
basics of the physiology of swallowing including fetal swallowing, neonatal swallowing, reflex control, phase classification etc.					
clinical terminology of drooling, leaking, penetration, retention, regurgitation, aspiration etc.					
functional swallowing studies using fiberoptics endoscope (FEES rating)	Child				
	Adult				
videofluoroscopy recordings of swallowing and interpretation of results	Child				
	Adult				

speech motor examination protocol					
oral motor examination protocol					
standard neurological examination					
differentiation of morphologic structural and sensomotoric neurologic dysphagia					
other					
Rehabilitation					
coordination of rehabilitative measures					
Swallowing therapy sessions	Child				
	Adult				
others					
Medical treatment					
basic principles of drug treatment in dysphagia					
oral and parenteral nutrition management in dysphagic patients					
influence of various drugs used for therapy of other diseases on swallowing function					
botulinum toxin treatment of sphincter diseases					
other					
Surgery					
indication for surgical procedures in dysphagia (such as laryngeal elevation, aerodigestive tract diversion, UES myotomy)					
pharyngeal-esophageal sphincterotomy					
Indication of PEG					
understanding consequences of various surgical procedures on swallowing function					

CLINICAL SPECTRUM AND PATIENT GROUPS OF THE TRAINING CENTRE

Name and address of the training Centre:

Patients and disorders	Case frequency none-low	Case frequency medium	Case frequency high
Oral Language Disorders * <i>Developmental</i> - SLI - MR - ASD - ADHD - BDMH - Hearing impairment - Rehabilitation after Cochlear Implantation * <i>Acquired</i> - Dysphasia			
Dyslexia and Dysgraphia			
Speech disorders - articulation disorders - dysfluency disorders - resonance disorders - dysarthria/apraxia			
Voice Disorders - Conservative Treatment - Professional Voice - Phonosurgery/BOTOX - Rehabilitation of Laryngectomees			
Swallowing Disorders - Early-Child Feeding Disorder - Structural Dysphagia - Neurogenic Dysphagia			
others			

Please mark the appropriate column by "x". Additional copies can be made of this page if required.

SELF – EVALUATION OF SOFT SKILLS (to be filled in by the trainee)

Scale: 1 = unsatisfactory; 2 = I need further training; 3 = satisfactory; 4 = good; 5 = excellent

Name of trainee: _____

Name of trainer: _____

Training subject or period: _____

Date: _____

Self-evaluation	points	comments
<u>Specialized knowledge</u>		
1. Medical knowledge		
2. Functional networks of the working place		
3. Active information seeking		
4. Participation in working place seminars		
5. Knowledge of the medico-legal aspects		
<u>Clinical skills</u>		
1. Clinical examination		
2. Counseling and communication		
3. Staff support and team dynamics		
4. Diagnostics		
5. Treatment		
6. Referral		
7. Rehabilitation		
<u>Attitudes</u>		
1. Attitude towards working community		
2. Attitude towards own work		
3. Attitudes to patients and their families		
4. Attitude to teaching		
5. Attitude to research		

TRAINER EVALUATION OF SOFT SKILLS (to be filled in by the trainer)

Scale: 1 = unsatisfactory; 2 = I need further training; 3 = satisfactory; 4 = good; 5 = excellent

Name of trainee: _____

Name of trainer: _____

Training subject or period: _____

Date: _____

Trainer-evaluation	points	comments
<u>Specialized knowledge</u>		
1. Medical knowledge		
2. Functional networks of the working place		
3. Active information seeking		
4. Participation in working place seminars		
5. Knowledge of the medico-legal aspects		
<u>Clinical skills</u>		
1. Clinical examination		
2. Counseling and communication		
3. Staff support and team dynamics		
4. Diagnostics		
5. Treatment		
6. Referral		
7. Rehabilitation		
<u>Attitudes</u>		
1. Attitude towards working community		
2. Attitude towards own work		
3. Attitudes to patients and their families		
4. Attitude to teaching		
5. Attitude to research		

COMPLETION OF TRAINING

Trainee:

Name

Surname

Place and Date of Birth

Nationality

Identity Card No.

Date of commencement of training: _____

Date of completion of training: _____

Lead Training Centre	Phoniatic Unit Mansoura University Hospitals
Name of Trainer in charge	

I, the trainer in charge, certify that the register of diagnostic, preventative and therapeutic/rehabilitative management shown below is correct.

Date: _____ Signature of trainer: _____

I, the trainee certify that the details given refer to diagnostic, preventative and therapeutic/rehabilitative management were carried out by me personally or were procedures executed by members of medical assistant professions supervised by myself.

Date: _____ Signature of trainee: _____