



The Master Program in Dermatology, Andrology and STDs
Program Specifications



PROGRAM SPECIFICATION

A) Administrative Information

Program title	Postgraduate Master in Dermatology, Andrology and STDs
Code	DERM 515
Final award/degree	Master
Department (s)	Dermatology, Andrology and STDs
Teaching department	
Coordinator (s)	Prof. Ashraf Hassan Professor and Head of Department of Dermatology, Andrology and STDs, Mansoura University Prof. Samir Elhanbaly Professor of Dermatology, Andrology and STDs, Mansoura University
External evaluator (s)	
Date of approval by the department's council	2023
Date of last approval by the faculty council	2023



B) Professional Information

1) Program aims:

The **Master degree in Dermatology, Andrology and STDs** aims to :

- 1- Provide trainee dermatologists with an in-depth knowledge of the theory behind the practice of dermatology, andrology and STDs.
- 2- Assess candidates understanding and using the problem-based learning questions in each module.
- 3- Provide the candidate with practical skills which are required in their practice..
- 4- Qualify specialists in to be clinically independent and competent to manage different dermatologic diseases, and to be acknowledged as a role model for others to follow.
- 5- Extend the basics of scientific medical research and train researchers for team working skills in dermatology, andrology and STDs .

Academic Standards and benchmarks

This program is created and presented by the staff at the Department of Dermatology, Andrology and STDs at Mansoura University in partnership with different national and international Universities employing these standards and benchmarks:

- CanMEDS Physician Competency Framework 2015. The Royal College of Physicians and Surgeons of Canada;
- Professional Standards for medical, dental and veterinary educators 2014. Cardiff: Academy of Medical Educators;



2) Intended learning outcomes of course (ILOs):

At the end of the program, the candidate will be able to:

Competency Area 1: Medical Practitioner	
Enabling Key competencies	Program ILOs
1.1 Practice medicine within their defined scope of practice and expertise	
1.1.1 Demonstrate a commitment to high-quality care of their patients	<ul style="list-style-type: none"> • 1.1.1.1 Deliver high quality care to the patient according to the professional practice in Dermatology, Andrology and STDs .
1.1.2 Apply knowledge of the clinical and biomedical sciences relevant to their discipline	<ul style="list-style-type: none"> • 1.1.2.1 Embryological development of the skin. • 1.1.2.2 Anatomy and physiology of the skin and normal changes with aging. • 1.1.2.3 Normal phases and mechanisms of wound healing. • 1.1.2.4 Immune system function and dysfunction. • 1.3.8. Physics of light and its interactions with skin with respect to therapeutic and natural light . • 1.1.2.5 Microbiome of the skin in health and disease. • 1.1.2.6 Microbiology of community- and hospital-acquired infections. • 1.1.2.7 Histopathology of the skin in health and disease.



- 1.1.2.8 Clinical features, including presenting signs and symptoms, morphologic features, natural history and prognosis, investigative approach and therapeutic management for skin disorders in the following categories:
 - 1.1.2.8.1 Disorders of hair, nails, mucous membranes, and other skin appendages.
 - 1.1.2.8.2 Genetic and developmental disorders
 - 1.1.2.8.3 Iatrogenic disorders, including adverse drug reactions
 - 1.1.2.8.4 Inflammatory and immunologic skin disorders
 - 1.1.2.8.5 Metabolic and nutritional disorders
 - 1.1.2.8.6 Neoplasms, proliferations, and cysts of the skin
 - 1.1.2.8.7 Occupational and other skin disorders provoked by external factors
 - 1.1.2.8.8 Sensory and psychological disorders
 - 1.1.2.8.9 Skin disorders in pregnancy, the neonatal period, and infancy
 - 1.1.2.8.10 Skin infections and infestations
- 1.1.2.9 Skin manifestations of systemic diseases
- 1.1.2.10 Indications for, potential value and limitations of, and contraindications to the following investigations:
 - 1.1.2.10.1 Wood's lamp examination
 - 1.1.2.10.2 Dermoscopy
 - 1.1.2.10.3 Methods of testing for infections
 - 1.1.2.10.4 Minimal erythema dose testing
- 1.1.2.11 Pharmacologic principles of medications used in topical and systemic dermatologic therapy.
- 1.1.2.12 Principles of therapeutic interventions, including mechanism of action, indications for, contraindications to, as well as benefits and risks of: Cryotherapy, Intralesional injections, Electrosurgery, Laser therapy and Phototherapy.



	<ul style="list-style-type: none"> • 1.1.2.13 Principles of dermatologic surgery . • 1.1.2.14 Sex Determination, Differentiation, and Development. • 1.1.2.15 Anatomy of male and female genital tract. • 1.1.2.16 Control of Testicular Function and Secondary Characters • 1.1.2.17 Pathogenic mechanisms of Sexual Disorders • 1.1.2.18 Pathogenic mechanisms of Infertility. Perversions and Gender Identity Disorders • 1.1.2.17 Physiology of Testicular Function and Sperm Maturation and Fertilization. • 1.1.2.18 Diagnosis and treatment of sexual dysfunctions: Desire disorders, Arousal disorders including erectile dysfunction and priapism, Orgasmic disorders and Ejaculatory disorders. • 1.1.2.19 Overview of sexually transmitted diseases . (STDs) management includig the following: <ul style="list-style-type: none"> 1.1.2.19.1 physical examination of the genital tract 1.1.2.19.2 principles of laboratory diagnosis of STDs 1.1.2.19.3 Principles of treatment of sexually transmitted diseases.
<p>1.1.3 Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner</p>	<ul style="list-style-type: none"> • 1.1.3.1 Perform clinical assessment correctly within appropriate time
<p>1.1.4 Carry out professional duties in the face of multiple, competing demands</p>	<ul style="list-style-type: none"> • 1.1.4.1 Stratify patients with dermatologic and andrologic emergencies according to urgent clinical presentation. • 1.1.4.2 Maintain a duty of care & patient safety



	while balancing multiple responsibilities.
1.1.5 Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	<ul style="list-style-type: none"> • 1.1.5.1: Predict prognosis of the patient condition using the best dermatology and andrology evidence based information. • 1.1.5.2 Develop a plan for proper management
1.2 Perform a patient-centered clinical assessment and establish a management plan	
1.2.1 Prioritize issues to be addressed in a patient encounter	<ul style="list-style-type: none"> • 1.2.1.1 Consider clinical urgency, feasibility, availability of laboratory and operative resources, and patient comorbidities in determining priorities to be addressed during the current encounter or during future visits or with other health care practitioners .
1.2.2 Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion	<ul style="list-style-type: none"> • 1.2.2.1 Establish diagnostic strategy for patient presenting with typical and atypical clinical features by appropriate use of history, clinical examination and investigation. • 1.2.2.2 Take a family history in patients with genetic disorders to identify the likely mode of inheritance of a trait • 1.2.2.3 Perform an accurate skin or genital examination for diagnosis, and management • 1.2.2.4 Perform adequate general examination. • 1.2.2.5 Perform adequate scalp, hair and nail examination. • 1.2.2.6 Apply dermoscopic examination for skin and hair disorders. • 1.2.2.7 Perform adequate investigations according to the condition: <ul style="list-style-type: none"> 1.2.2.7.1 Woods light examination of certain skin diseases. 1.2.2.7.2 Swabs and microbiological examination. 1.2.2.7.3 Skin biopsy and histopathological examination. 1.2.2.7.4 Semen analysis interpretation. 1.2.2.7.5 Testicular ultrasound and doppler ultrasound.



	<p>1.2.2.7.6 Rigi scan. 1.2.2.7.7 Intracavernosal injection (ICI),diagnostic and therapeutic.</p> <ul style="list-style-type: none"> • 1.2.2.8 Demonstrate effective clinical problem solving and judgment to address patient problems, including interpreting available data and integrating information to generate differential diagnoses and management plans • 1.2.2.9 Interpret results of clinical examination and investigation to reach provisional diagnosis
<p>1.2.3 Establish goals of care in collaboration with patients and their families, which may include slowing disease progression, treating symptoms, achieving cure, improving function, and palliation</p>	<ul style="list-style-type: none"> • 1.2.3.1: Discuss management plan with patients and their families and engaged them in choosing the best plan for patients. • 1.2.3.2 Recognize and respond to changes in patient's clinical status that indicate a need to reassess goals of care • 1.2.3.3 Recognize when treatment plans are no longer effective and should be discontinued.
<p>1.2.4 Establish a patient-centered management plan</p>	<ul style="list-style-type: none"> • 1.2.4.1 Evaluate the dermatologic condition and make the appropriate plan for every case
<p>1.3 Plan and perform procedures and therapies for the purpose of assessment and/or management</p>	
<p>1.3.1 Determine the most appropriate procedures or therapies</p>	<ul style="list-style-type: none"> • 1.3.1.1 select 1st line management of dermatologic and andrologic cases according to patients presentations , describe indications , contraindications and risks for a given therapy or procedures. • 1.3.1.2 Integrate all sources of information to develop a procedural or therapeutic plan that is safe, and patient-centered
<p>1.3.2 Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy</p>	<p>.3.2.1: Obtain and document informed consent, explaining the risks and benefits of, and the rationale for necessary intervention from patients</p>



	and their families.
1.3.3 Prioritize a procedure or therapy, taking into account clinical urgency and available resources	1.3.3.1 choosing the appropriate therapy or procedure for each case in dermatology or andrology clinic.
1.3.4 Perform a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances	<ul style="list-style-type: none"> • 1.3.4.1 Perform a simple procedure without direct supervision. • 1.3.4.2 Perform common procedures in a skillful, and safe manner with minimal assistance • 1.3.4.3 Seek assistance as needed when unanticipated findings or complications are encountered <ul style="list-style-type: none"> • 1.3.4.4 Demonstrate effective, appropriate, and timely performance of diagnostic procedures relevant to dermatology and andrology: <ul style="list-style-type: none"> 1.3.4.4.1 Tzank smear 1.3.4.4.2 Dermoscopy 1.3.4.4.3 skin scraping and urethral swab for culture. 1.3.4.4.4 Biopsy (skin and testicular) • 1.3.4.5 Perform effective, appropriate, and timely performance of therapeutic procedures relevant to dermatology and andrology <ul style="list-style-type: none"> 1.3.4.5.1 cryosurgery 1.3.4.5.2 Electrosurgery. 1.3.4.5.3 Ablative and nonablative laser 1.3.4.5.4 Assisted reproductive techniques
1.4 Establish plans for ongoing care and, when appropriate, timely consultation	
1.4.1 Implement a patient-centered care plan that supports ongoing care, follow-up on	1.4.1.1 Develop management plans tailored for each patient including treatment, rehabilitation, and longer-term management. 1.4.1.2 Discuss outpatient long term plan with



<p>investigations, response to treatment, and further consultation</p>	<p>patients and their families. 1.4.1.3 Describe the importance of follow-up in patient care 1.4.1.4 Determine the necessity and appropriate timing of consultation</p>
<p>1.5 Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety</p>	
<p>1.5.1 Recognize and respond to harm from health care delivery, including patient safety incidents</p>	<p>1.5.1.2 Differentiate outcomes of medical conditions and diseases from complications related to the inherent risks of treatments and from patient safety incidents.</p>
<p>1.5.2 Adopt strategies that promote patient safety and address human and system factors</p>	



Competency Area 2: Communicator	
Enabling Key competencies	Program ILOs
2.1 Establish professional therapeutic relationships with patients and their families	
2.1.1 Communicate using a patient-centered approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion	<ul style="list-style-type: none"> • 2.1.1.1 Communicate effectively with the patients and their families respecting their beliefs and emotions. • 2.1.1.2 Respect patient privacy, confidentiality, and autonomy. • 2.1.1.3 Listen effectively
2.1.2 Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety	<ul style="list-style-type: none"> • 2.1.2.1 Mitigate physical barriers to communication to optimize patient comfort, dignity, privacy, engagement, and safety
2.1.3 Recognize when the values, biases, or perspectives of patients, physicians, or other health care professionals may have an impact on the quality of care, and modify the approach to the patient accordingly	
2.1.4 Respond to a patient's non-verbal behaviors to enhance communication	<ul style="list-style-type: none"> • 2.1.4.1. observe of patient's body language denoting his satisfaction or not about his plan of treatment.
2.1.5 Manage disagreements and emotionally charged conversations	
2.1.6 Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances	<ul style="list-style-type: none"> • 2.1.6.1 adapt tailored approach to patients clinical condition.



2.2 Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families	
2.2.1 Use patient-centered interviewing skills to effectively gather relevant biomedical and psychosocial information	<ul style="list-style-type: none"> • 2.2.1.1 encourage patient to express his concern during history taking. • 2.2.1.2 explore the impact of symptoms on patients life.
2.2.2 Provide a clear structure for and manage the flow of an entire patient encounter	<ul style="list-style-type: none"> • 2.2.2.1 Document patient information in a manner that help decision making.
2.2.3 Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent	<ul style="list-style-type: none"> • 2.2.3.1 Engage others, including patient family in gathering relevant information with patient consent.
2.3 Share health care information and plans with patients and their families	
2.3.1 Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding	<ul style="list-style-type: none"> • 2.3.1.1 Provide information on diagnosis, management plan and prognosis in a clear, compassionate, respectful, and objective manner. • 2.3.1.2 Convey information related to the patient's health status, care, and needs in a timely, honest, and transparent manner.
2.3.2 Disclose harmful patient safety incidents to patients and their families accurately and appropriately	<ul style="list-style-type: none"> • 2.3.2.1 Plan and document follow-up of harmful patient safety incident
2.4 Engage patients and their families in developing plans that reflect the patient's health care needs and goals	
2.4.1 Facilitate discussions with patients and their	<ul style="list-style-type: none"> • 2.4.1.1 Respect the different cultural beliefs and values in the community they



<p>families in a way that is respectful, non-judgmental, and culturally safe</p>	<p>serve.</p> <ul style="list-style-type: none"> 2.4.1.2 Explore the perspectives of the patient and others when developing care plans.
<p>2.4.2 Assist patients and their families to identify, access, and make use of information and communication technologies to support their care and manage their health</p>	<ul style="list-style-type: none"> 2.4.2.1 Recognize the role of telemedicine in improving healthcare service
<p>2.4.3 Use communication skills and strategies that help patients and their families make informed decisions regarding their health</p>	<ul style="list-style-type: none"> 2.4.3.1 Explain life-sustaining therapies, in clear language, and describe the expected outcome of such therapies for patients and their families 2.4.3.2 Describe elements of informed consent 2.4.3.3 Demonstrate steps to obtaining informed consent 2.4.3.4 Answer questions from the patient and family about next steps
<p>2.5 Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy</p>	
<p>2.5.1 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements</p>	<ul style="list-style-type: none"> 2.5.1.1 Organize information in appropriate sections within an electronic or written medical record. 2.5.1.2 Document information about patients and their medical conditions in a manner that enhances intra-and interprofessional care.
<p>2.5.2 Communicate effectively using a written health record, electronic medical record, or other digital</p>	<ul style="list-style-type: none"> 2.5.2.1 Demonstrate reflective listening, open-ended inquiry, empathy, and effective eye contact while using a written or electronic medical record.



technology	
2.5.3 Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding	2.5.3.1 respect patients privacy of information and preferences



Competency Area 3: Collaborator	
Enabling Key competencies	Program ILOs
3.1 Work effectively with physicians and other colleagues in the health care professions	
3.1.1 Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centered collaborative care	<ul style="list-style-type: none"> • 3.1.1.1 communicate effectively with the physicians and other colleagues in health care professions in respect to the multidisciplinary nature of the specialty. • 3.1.1.2 Analyze interactions among health care professionals to provide feedback to optimize the performance of a team for the benefit of patients. • 3.1.1.3 Describe the Dermatologist's roles and responsibilities to other professionals • 3.1.1.4 Describe the roles and responsibilities of other professionals within the health care team • 3.1.1.5 Recognize and respect the diverse roles, responsibilities and competencies of other professionals in relation to their own • 3.1.1.6 Work with others to assess, plan, provide, and integrate care for individuals and groups of patients • 3.1.1.7 Respect team ethics, including confidentiality, resource allocation, and professionalism
3.1.2 Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care	<ul style="list-style-type: none"> • 3.1.2.1 Discuss the role and responsibilities of a specialist in their discipline and consult as needed with other health care professionals, including other physicians
3.1.3 Engage in respectful shared decision-making with physicians and other colleagues in the health care	<ul style="list-style-type: none"> • 3.1.3.1 involve other colleagues and physicians in respectful decision making.



professions	
3.2 Work with physicians and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts	
3.2.1 Show respect toward collaborators	<ul style="list-style-type: none"> 3.2.1.1: Provide timely and necessary written information to colleagues to enable effective relationship-centred care. 3.2.1.2 Use referral and consultation as opportunities to improve quality of care and patient safety by sharing expertise
3.2.2 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture	<ul style="list-style-type: none"> 3.2.2.1 Gather the information and resources needed to manage differences and resolve conflicts among collaborators 3.2.2.2 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture
3.3 Hand over the care of a patient to another health care professional to facilitate continuity of safe patient care	
3.3.1 Determine when care should be transferred to another physician or health care professional	<ul style="list-style-type: none"> 3.3.1.1: perform a plan for consultation of health care professionals of different specialties
3.3.2 Demonstrate safe handover of care, using both verbal and written communication, during a patient transition to a different health care professional, setting, or stage of care	3.3.2.1 Communicate with the receiving physicians or health care professionals during transitions in care, clarifying issues after transfer as needed.
Competency Area 4: Health Advocate	
Enabling Key competencies	Program ILOs
4.1 Respond to an individual patient's health needs by advocating with the patient within and beyond	



the clinical environment	
4.1.1 Work with patients to address determinants of health that affect them and their access to needed health services or resources	<ul style="list-style-type: none"> 4.1.1.1 Analyze a given patient's needs for health services or resources related to the scope of their discipline 4.1.1.2 Facilitate timely patient access to health services and resources
4.1.2 Work with patients and their families to increase opportunities to adopt healthy behaviors	<ul style="list-style-type: none"> 4.1.2.1: Create health promotion and education resources.
4.1.3 Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients	<ul style="list-style-type: none"> 4.1.3.1: Evaluate with the patient the potential benefits and harms of health screening.



4.2 Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment	
4.2.1 Work with a community or population to identify the determinants of health that affect them	
4.2.2 Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities	<ul style="list-style-type: none"> 4.2.2.1: Participate in health promotion and disease prevention programs relevant to their practice.
4.2.3 Contribute to a process to improve health in the community or population they serve	
Competency Area 5: Professional	
Enabling Key competencies	Program ILOs
5.1 Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards	
5.1.1 Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality	<ul style="list-style-type: none"> 5.1.1.1 Demonstrate sensitivity to issues concerning diversity with respect to peers, colleagues, and patients. 5.1.1.2 Consistently prioritize the needs of patients and others to ensure a patient's legitimate needs are met.
5.1.2 Demonstrate a commitment to excellence	<ul style="list-style-type: none"> 5.1.2.1 discuss professionalism & it's



in all aspects of practice	main pillars
5.1.3 Recognize and respond to ethical issues encountered in practice	5.1.3.1 demonstrate the basic ethical concepts addressed in medical & clinical practice <ul style="list-style-type: none"> 5.1.3.2 recognize & respond to ethical issues encountered during their practice
5.1.4 Recognize and manage conflicts of interest	
5.1.5 Exhibit professional behaviors in the use of technology-enabled communication	5.1.5.1 Discuss tele medicine & determine its guideline use in medical practice including using social media
5.2 Demonstrate a commitment to society by recognizing and responding to societal expectations in health care	
5.2.1 Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians	
5.2.2 Demonstrate a commitment to patient safety and quality improvement	<ul style="list-style-type: none"> 5.2.2.1 Understand importance of patient's safety and workplace quality.
5.3 Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation	
5.3.1 Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice	<ul style="list-style-type: none"> 5.3.1.1 Apply the main articles of Egyptian syndicate regulations
5.3.2 Recognize and respond to unprofessional and unethical behaviors in physicians and other	5.3.2.1 Identify and report any unprofessional and unethical behaviors or physical or mental



colleagues in the health care professions	conditions related to himself, colleagues or any other person that might jeopardize patients' safety
5.3.3 Participate in peer assessment and standard setting	
5.4 Demonstrate a commitment to physician health and well-being to foster optimal patient care	
5.4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance	5.4.1.1 Use strategies to mitigate stressors during transitions and enhance professional development
5.4.2 Manage personal and professional demands for a sustainable practice throughout the physician life cycle	5.4.2.1 Save priorities for personal and professional demands
5.4.3 Promote a culture that recognizes, supports, and responds effectively to colleagues in need	5.4.3.1 support colleagues and other health care professionals and work cooperatively with them
Competency Area 6: Scholar	
Enabling Key competencies	Program ILOs
6.1 Engage in the continuous enhancement of their professional activities through ongoing learning	
6.1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	
6.1.2 Identify opportunities for learning and	



<p>improvement by regularly reflecting on and assessing their performance using various internal and external data sources</p>	
<p>6.1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice</p>	
<p>6.2 Integrate best available evidence into practice</p>	
<p>6.2.1 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them</p>	
<p>6.2.2 Identify, select, and navigate pre-appraised resources</p>	<ul style="list-style-type: none"> 6.2.2.1 Select appropriate sources of knowledge as they relate to addressing focused questions
<p>6.2.3 Critically evaluate the integrity, reliability, and applicability of health-related research and literature</p>	
<p>6.2.4 Integrate evidence into decision-making in their practice</p>	<p>6.2.4.1: Use the best available scientific evidence in clinical decision making and improving patient outcome.</p>
<p>6.3 Contribute to the creation and dissemination of knowledge and practices applicable to health</p>	
<p>6.3.1 Demonstrate an understanding of the scientific principles of research and scholarly</p>	<p>6.3.1.1. Identify the classification of epidemiological studies</p> <p>6.3.1.2 Recognize study design for both</p>



<p>inquiry and the role of research evidence in health care</p>	<p>observational & experimental studies</p> <p>6.3.1.3 Select the best study design according to preplanned study objective</p> <p>6.3.1.4 Demonstrate the study Plan & formulate well-structured research question</p> <p>6.3.1.5 Recognize criteria for screening program & assessment of screening test</p> <p>6.3.1.6 Recognize types & uses of sampling techniques</p> <p>6.3.1.7. Differentiate between quantitative & qualitative variables</p> <p>6.3.1.8 Identify different types and uses for test of significance</p> <p>6.3.1.9 Differentiate between different forms of data distribution</p> <p>6.3.1.10. Select different analytic test according to type of data & distribution</p> <p>6.3.1.11 Recognize principles of data presentation</p> <p>6.3.1.12 Interpret study results for different analytic techniques to explain difference in health and health related behaviors.</p> <p>6.3.1.13 Recognize principles of research writing</p> <p>6.3.1.14 Recognize the meaning of artificial intelligence and its application in current research topics.</p> <p>6.3.1.15 Recognize the application of bioinformatics in personalized medicine.</p>
<p>6.3.2 Identify ethical principles for research and incorporate them into obtaining informed</p>	<ul style="list-style-type: none"> 6.3.2.1 Discuss and provide examples of the ethical principles applicable to research and scholarly inquiry relevant to their discipline.



<p>consent, considering potential harms and benefits, and considering vulnerable populations</p>	
<p>6.3.3 Contribute to the work of a research program</p>	<ul style="list-style-type: none"> • 6.3.3.1 identify different reference management programs. • 6.3.3.2 Recognize the benefits of citation manager and how it works.
<p>6.3.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them</p>	<ul style="list-style-type: none"> • 6.3.4.1 Select appropriate methods of addressing a given scholarly question.
<p>6.3.5 Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry</p>	<p>6.3.5.1 Formally present research and scholarly inquiry findings, including presentations at meetings, journal club, print and digital media.</p>
<p>6.4 Outlines the expected standards for medical educators in relation to their own personal and professional development</p>	
<p>6.4.1 Identify basic educational theories and principles</p>	
<p>6.4.2 Use literature relevant to current developments in medical education</p>	
<p>6.4.3 Apply the principles of critical appraisal</p>	
<p>6.4.4 Demonstrate the major issues and challenges facing medical educational research</p>	



6.4.5 Understand and applies a range of educational theories and Principles	
6.4.6 Critically evaluates the educational literature and applies this learning to his or her educational practice	
6.4.7 Participates in the design and development of educational programs, projects or research	
6.4.8 Interprets and applies the results of educational research to his or her educational practice	
6.4.9 Demonstrates advanced understanding of a wide range of educational theories and principles	
6.4.10 Critically evaluates the literature at an advanced level and applies this to his or her educational practice	
6.4.11 Develops new educational insights, theories and practices, through scholarly endeavors	
6.4.12 Designs, supervises, manages and evaluates research strategies or projects	
6.4.13 Contributes to educational research or	



projects applying appropriate research methods	
6.4.14 Mentors and supports the professional development of educational researchers	
Competency Area 7: Designer & Planner	
Enabling Key competencies	Program ILOs
7.1 Outlines the educational design and learning development processes	
7.1.1. Shows how the principles of learning and teaching are incorporated into educational developments	
7.1.2 Identify of a range of learning methods, experiences, and resources and how they may be used effectively	
7.1.3. Applies learning and teaching principles in the design of a course, unit, module, or subject area	
7.1.4. Matches learning methods, experiences, and resources to intended outcomes	
7.1.5. Gathers and interprets basic information on the needs of learners	
7.1.6. Conducts complex learning needs analyses including those of learners, groups, professions or	



healthcare systems	
7.1.7. Develops learning resources for planned courses	
7.2 Evaluate educational interventions	
7.2.1. Responds appropriately to feedback and evaluation of educational interventions	
7.2.2. Constructs appropriate learning outcomes that can be measured or judged	
7.2.3. Defines learning outcomes within theoretical frameworks	
7.2.4. Matches learning methods, experiences, and resources to intended outcomes	
7.2.5. Conducts, interprets, acts on, and disseminates evaluations of learning programs	

Competency Area 8: Teacher and Facilitator	
Enabling Key competencies	Program ILOs
8.1 Outlines the expected standards for medical educators in relation to teaching and facilitating learning	
8.1.1 Appropriately uses a broad range of educational methods and technologies to achieve intended learning	



outcomes	
8.1.2 Describes ways of involving learners in actual clinical practice e.g. experiential learning opportunities	
8.1.3. Establishes a safe and effective learning environment	
8.1.4. Provides educational, personal and professional support in relevant contexts	
8.1.5. Monitors and manages the safety and effectiveness of complex learning environments	
8.1.6 Proactively seeks to improve the learning environment	
8.1.7. Applies learning and teaching methods that are relevant to intended learning outcomes and program content	
8.1.8. Develops innovative learning resources	
8.1.9. Develops self-awareness in learners and teachers	
8.1.10. Interprets, synthesises and deals with conflicting information arising from feedback from learners and educators	



8.1.11. Engages learners in reflective practice	
8.2 Provide constructive feedback	
8.2.1 Provides effective feedback to learners using a range of methods	
8.2.2 Acknowledges and responds actively and appropriately to feedback	
8.2.3 Demonstrates a commitment to reflective practice in self, learners faculty and colleagues	
8.2.4 Demonstrate to learners the rationale for changing or not changing teaching and learning activities in response to feedback	
Competency Area9: Assessor	
Enabling Key competencies	Program ILOs
9.1 Outlines the expected standards for medical educators in making and reporting judgments that capture, guide and make decisions about the learning achievement of learners	
9.1.1 Identify the general purpose of assessment	
9.1.2 Recognize that robust assessment practices are integral to course development and effective educational practice	
9.1.3 Apply assessment methods based on the purpose, content and level of the assessment in	



aligned with the educational outcomes.	
9.1.4 Recognize that assessment practices require continuous monitoring and improvement	
9.1.5 Designs complex assessment strategies and blueprints	
9.1.6 Integrates assessment methods into a coherent assessment strategy	
9.1.7 Contributes to the construction of assessment items	
9.1.8 Leads design and development of assessments utilising accepted good practice such as in the determination of reliability, validity, acceptability, cost effectiveness, feasibility and educational impact	
9.1.9 Selects assessment methods that match the purpose, content and level of the learner	
9.1.10 Uses a broad range of methods to assess learners	
9.1.11 Makes high stakes professional Judgments	
9.1.12 Maintains assessment quality by accurately interpreting assessment reports	



9.1.13 Contributes under guidance to standard setting processes	
9.1.14 Applies standard setting procedures most relevant to particular methods and format	
9.1.15 Interprets technical data about effectiveness of assessment practices	
9.1.16 Prepares assessment reports for learners, examination boards and external stakeholders	
Competency Area 10: Leader	
Enabling Key competencies	Program ILOs
10.1 Contribute to the improvement of health care delivery in teams, organizations, and systems	
10.1.1 Apply the science of quality improvement to contribute to improving systems of patient care	
10.1.2 Contribute to a culture that promotes patient safety	
10.1.3 Analyze patient safety incidents to enhance systems of care	
10.1.4 Use health informatics to improve the quality of patient care and optimize patient safety	
10.2 Engage in the stewardship of health care resources	



10.2.1 Allocate health care resources for optimal patient care	
10.2.2 Apply evidence and management processes to achieve cost-appropriate care	
10.3 Demonstrate leadership in professional practice	
10.3.1 Demonstrate leadership skills to enhance health care	
10.3.2 Facilitate change in health care to enhance services and outcomes	
10.4 Manage career planning, finances, and health human resources in a practice	
10.4.1 Set priorities and manage time to integrate practice and personal life	
10.4.2 Manage a career and a practice	
10.4.3 Implement processes to ensure personal practice improvement	
10.5 Outlines the expected standards for medical educators in relation to the management, leadership and governance of medical education	
10.5.1 Manages personal educational time and resources effectively	
10.5.2 Understands and delivers intended educational outcomes	



10.5.3 Manages educational programs and resources, including individuals and/or financial resources at and / or beyond the local level	
10.5.4 Understands and takes professional responsibility for own role in local education	
10.5.5 Leads educational projects or programs locally	
10.5.6 Supports the educational development of others within a local team, faculty, or department	
10.5.7 Demonstrates advanced ability to communicate, lead, develop, integrate, and formulate a wide range of educational interventions and programs	
10.5.8 Has an impact on medical education beyond immediate geographical locus	
10.5.9 Contributes to educational policy and development at a national or international level	
10.5.10 Successfully discharges senior roles in medical education	

C) Appendix A.



At the end of the Program the candidates should be demonstrates the following Professional (Clinical and practical) skills:

• **Clinical Skills:**

- Construct and record a detailed and structured dermatology history sheet.
- Utilize most of the information obtained from history, clinical examination, and laboratory investigations.
- Conduct a standard skin, hair, and nail examination
- Make benefit of available data from history, clinical examination, and laboratory investigations
- Record a detailed and structured andrology & STDs history ,
- Perform a standard male genital examination prostate examination

• **Investigations:**

1. Skin biopsy
2. Woods light examination
3. dermoscopy
4. Koh examination
5. Microscopic examination of semen (conventional and computer assisted semen analysis (casa) prostatic fluid
6. Ultrasonography (a-scan, b-scan, & biometry) , doppler us
7. Some diagnostic tests for stds like urethral swabs, expressed prostatic fluid microscopic exam and two glasses test..
8. Testicular biopsy,
9. Intracavernosal injection (ici), monitoring of nocturnal penile erections (using the Rigiscan Fluorescein Angiography
- 10.

Minor Proceuders:.

1. electro, cryotherapy
2. intralesional injections
3. UV therapy
4. dermabrasion and LASER treatments
5. chemical peeling, fillers and Botox injections



6. semen processing,
7. correction of priapism
8. testicular sperm extraction (TESE) and percutaneous sperm aspiration (PESA)

D) Curriculum Structure and Contents

The duration of the program is 5 semesters 3 years. Candidates should fulfill a total of ...52.... credit hours divided as follow: 1) 12.. credit hours for the first semester; 2)18..credits hours for the second, third, and fourth semesters; 3) ...10.....credits hours for the fifth semester; and 4) ...12.....credits hours for the thesis. In correspondence the total teaching will be 40 credit hours divided as follow: 1) 435 hours as lectures and 2) 495 hours as clinical

Duration	3Years
Semesters	5
Total credits hours	52
teaching credit hours	40
Number of courses	Induction courses +3 Compulsory Dermatology courses+3 Compulsory Andrology courses
Number of electives	Candidate choose only one course from 4 available courses

E) Program Courses and Articulations

Compulsory Courses

Title	Code	Credits	Total teaching hours	Position
Induction courses		8	120	1 st semester
Basic Derma Andro Part I	DERM 503 BDAI	1	lectures	
	DERM 504 BDAI		15 hrs	
	DERM 507 BDAI		lectures	



Basic Derma Andro Part II	DERM 505 BDAII DERM 512 ,513BDAII	1	15 hrs lectures	
Basic Derma Andro Part III	DERM 510 BDAIII DERM 520 BDAIII	2	30 hrs lectures	
Dermatology part I	D E R M 515 D M I	3	30 hrs Lectures 45 hrs clinical	2 nd , 3 rd , 4 th , semesters
Dermatology part II	D E R M 515 D M II	3	30 hrs Lectures 45 hrs clinical	
Dermatology part III	D E R M 515 D M III	3	30 hrs Lectures 45 hrs clinical	
Andrology part I	D E R M 515 AN I	3	30 hrs Lectures 45 hrs clinical	
Andrology part II	D E R M 515 AN II	3	30 hrs Lectures 45 hrs clinical	
Andrology part III	D E R M 515 AN III	3	30 hrs Lectures 45 hrs	



			clinical	
Applied Clinical Course related to dermatology and andrology disorders	DERM 515 CDA	8	30 hours Lectures 270 hours clinical	5 th semester
Thesis		12		From 2 to 5 ^h semesters

Elective Courses (1 course only required)

Title	Code	Credits	Total teaching hours	Position
Dermatopathology	DERM 515 DP	2	30	5 th semester
Laser	DERM 515 LAS	2	30	
Sexually transmitted infections	DERM 515 STDs	2	30	
Assisted reproductive techniques)	DERM 515 ART	2	30	



EPA

Competencies

The Master Program in Dermatology, Andrology and STDs
(Entrustable Professional Activities)



	1	2	3	4	5	6	7	8	9	10
History taking										
1. Obtain and record an appropriate dermatological history	•	•								
2. Obtain and record general medical history	•	•								
3. Obtain and record an appropriate dermatological history	•	•								
Clinical dermatological and andrological examination										
4. Undertake dermatological inspection	•	•								
5. Perform proper skin examination	•	•	•	•						
6. Perform proper hair examination	•	•	•	•						
7. Perform proper nail examination	•	•	•	•						
8. Woods light examination	•	•	•	•						
9. dermoscopy	•	•	•	•						
10.Koh examination	•	•	•	•	•					
11.Microscopic examination of semen(conventional and computer assisted semen analysis (casa) prostatic fluid	•	•	•	•						
12.Some diagnostic tests for stds like urethral swabs,expressed prostatic fluid microscopic exam and two glasses test..	•	•	•	•						
dermatological and andrological investigations										
13.Skin biopsy	•	•	•	•	•	•				
14.dermoscopy	•	•	•	•	•	•				
15.Skin prick test	•	•	•	•	•	•				
16.Intracavernosal injection (ici),	•	•	•	•	•	•				
17.monitoring of nocturnal penile erections (using the Rigiscan Fluorescein Angiography	•	•	•	•	•	•				
18.Ultrasonography (a-scan, b-scan, & biometry) , doppler us	•	•	•	•	•	•				
19.Some diagnostic tests for stds like urethral swabs,expressed prostatic fluid microscopic exam and two glasses test..	•	•	•	•	•	•				



Minor procedures										
20.electro, cryotherapy	•	•	•	•	•					
21. intralesional injections	•	•	•	•	•					
22.UV therapy	•	•	•	•	•					
23.dermabrasion and LASER treatments	•	•	•	•	•					
24.chemical peeling, fillers and Botox injections	•	•	•	•	•					
25.semen processing	•	•	•	•	•					
26.correction of priapism	•	•	•	•	•					
27. testicular sperm extraction (TESE) and percutaneous sperm aspiration (PESA	•	•	•	•	•					
28.Testicular biopsy	•	•	•	•	•					
29. testicular sperm extraction (TESE) and percutaneous sperm aspiration (PESA	•	•	•	•	•					
30.correction of priapism	•	•	•	•	•					



MS Ophthalmology Milestones

1.1.2 Apply knowledge of the clinical and biomedical sciences relevant to their discipline

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Articulates knowledge of pathophysiology and clinical findings for ophthalmic conditions routinely managed by non-ophthalmologists 	<ul style="list-style-type: none"> Demonstrates basic knowledge of pathophysiology and clinical findings for common ophthalmic conditions routinely managed by ophthalmologists 	<ul style="list-style-type: none"> Demonstrates advanced knowledge of pathophysiology and clinical findings for commonly encountered ophthalmic conditions; demonstrates basic knowledge of pathophysiology and clinical findings for uncommon conditions 	<ul style="list-style-type: none"> Demonstrates advanced knowledge of pathophysiology and clinical findings for uncommon ophthalmic conditions 	<ul style="list-style-type: none"> Contributes new knowledge for pathophysiology and clinical findings for ophthalmic conditions (e.g., publication, curriculum development)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

1.2.1 Prioritize issues to be addressed in a patient encounter

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Acquires relevant problem- 	<ul style="list-style-type: none"> Triages consult 	<ul style="list-style-type: none"> Manages consultations 	<ul style="list-style-type: none"> Manages consultations 	<ul style="list-style-type: none"> Oversees the consultation process and



<p>focused history, including medical records</p> <ul style="list-style-type: none"> • Performs inpatient consultation, with direct supervision 	<p>requests</p> <ul style="list-style-type: none"> • Performs a complete examination • Recognizes ophthalmic emergencies and initiates non-surgical treatment plan, with indirect supervision 	<p>requiring surgical intervention, including procedural options and timing.</p> <ul style="list-style-type: none"> • Requests ophthalmic subspecialty advice, with indirect supervision • Manages ophthalmic emergencies with non-surgical and surgical treatment, with indirect supervision 	<p>requiring surgical intervention, including procedural options and timing.</p> <ul style="list-style-type: none"> • Requests ophthalmic subspecialty input, with oversight • Manages ophthalmic emergencies with non-surgical and surgical treatment, with oversight 	<p>manages interdisciplinary systems issues affecting patient care</p>
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Comments



1.2.2 Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Acquires relevant problem-focused history, including outside medical records • Performs and documents a comprehensive ophthalmic examination; distinguishes between normal and abnormal findings 	<ul style="list-style-type: none"> • Performs problem-focused exam with appropriate techniques (e.g., slit-lamp, Gonioscopy, tonometry, funduscopy and scleral depression), consistently identifies common abnormalities on examination. • Orders, performs, and interprets basic testing (e.g., visual field testing, Optical Coherence Tomography, 	<ul style="list-style-type: none"> • Identifies subtle or uncommon examination findings of common disorders and typical or common findings of rarer disorders. • Interprets unusual findings on routine testing, identifies artifacts; recognizes indications for advanced diagnostic tests and imaging procedures (e.g., specular microscopy, electroretinography) 	<ul style="list-style-type: none"> • Orders and interprets advanced diagnostic tests and imaging procedures according to evidence-based medicine (i.e., when and when not to order testing) 	<ul style="list-style-type: none"> • Demonstrates expertise in advanced diagnostic tests and imaging



	B-scan, fluorescein angiography and corneal imaging)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

1.2.4 Establish a patient-centered management plan

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Identifies resources to generate a focused differential diagnosis. Generates a basic differential diagnosis based on patient symptoms and history 	<ul style="list-style-type: none"> Generates comprehensive differential diagnosis based on patient symptoms and history; documents and presents differential in oral presentation clearly and concisely. Describes diagnostic tests to aid in the 	<ul style="list-style-type: none"> Generates refined differential based on patient symptoms, history and examination findings, distinguishing between common and uncommon conditions. Selects additional diagnostic testing to distinguish between conditions on the differential 	<ul style="list-style-type: none"> Generates probabilistic differential diagnosis in patients with multiple ocular and medical comorbidities; modifies likely differential with new information from additional testing. Articulates the rationale for ordering diagnostic testing in hierarchical fashion based upon probabilistic differential 	<ul style="list-style-type: none"> Recognizes, self-reflects, and shares experiences to educate others on factors that contributed to missed diagnosis or faulty clinical reasoning (e.g., publication, curriculum development)



			diagnosis.	
<input type="checkbox"/>				
Comments				

1.3.1 Determine the most appropriate procedures or therapies

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Describes basic concepts of ophthalmic pathophysiology and pharmacology. • Describes basic ophthalmic anatomy and categories of procedural 	<ul style="list-style-type: none"> • Explains relevant pathophysiology and lists indications and contraindications for planned medical therapy. • Explains indications, contraindications, and relevant steps required for procedural intervention (e.g., anesthesia, technique, 	<ul style="list-style-type: none"> • Identifies and describes side effects of medical therapies and ways to minimize potential complications. • Identifies and describes causes of complications and alternatives for routine procedural 	<ul style="list-style-type: none"> • Describes and articulates the rationale for using emerging alternative medical therapies. • Describes and articulates the rationale for using novel alternative procedural interventi 	<ul style="list-style-type: none"> • Participates in the development and dissemination of novel therapies or interventions



	instruments)	interventions	ons	
<input type="checkbox"/>				
Comments				

1.3.4 Perform a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Describes essential components of care related to office-based procedures (e.g., informed consent, indications & contraindications, anesthesia, sterile procedure prep) 	<ul style="list-style-type: none"> Administers anesthesia and performs procedure, with direct supervision Recognizes and manages intra- and post-operative complications, with direct supervision. 	<ul style="list-style-type: none"> Administers anesthesia and performs procedure, with indirect supervision Manages intra- and post-operative complications, with indirect supervision 	<ul style="list-style-type: none"> Administers anesthesia and performs procedure, with oversight Manages intra- and post-operative complications, with oversight 	<ul style="list-style-type: none"> Incorporates recent advancements in technologies or techniques

<input type="checkbox"/>				
Comments				



1.3.4 Perform a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Identifies visually significant cataract Demonstrates ability to scrub, prep and drape patient for surgery; performs basic suturing skills 	<ul style="list-style-type: none"> Assesses patients for routine cataract surgery Performs elements of cataract surgery in the hands-on surgical skills laboratory and in the operating room (OR) Manages common post-operative complications (e.g., 	<ul style="list-style-type: none"> Assesses patients for complex cataract surgery Performs routine cataract surgery in the OR. Manages common intra- and post-operative complications (e.g., posterior capsule rupture, wound leak) 	<ul style="list-style-type: none"> Assesses patients who are candidates for refractive intraocular lenses to correct astigmatism and/or provide near correction Performs cataract surgery requiring complex technical maneuvers (e.g., pupil expander, capsular tension ring) Manages 	<ul style="list-style-type: none"> Assesses patients for intraocular lenses complications requiring a more complex intervention Performs lens surgery for patients with complications requiring a more complex intervention (e.g., sutured intraocular lenses)



	post-op pain, high intraocular pressure)		complex intra- and post-operative complications (e.g., endophthalmitis)	<ul style="list-style-type: none">• Manages rare and complex intra- and post-operative complications (e.g., aqueous misdirection, suprachoroidal hemorrhage)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				



1.3.4 Perform a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates ability to scrub, prep and drape patient for surgery; performs basic suturing skills • Identifies common post-operative complications (e.g., post-op pain, bleeding) 	<ul style="list-style-type: none"> • Identifies patients for routine extraocular surgery • Performs simple extraocular surgery (e.g., simple lid laceration repair, nasolacrimal duct probing) • Manages common post-operative complications 	<ul style="list-style-type: none"> • Develops a pre-operative plan for routine extraocular surgery • Performs routine extraocular surgery (e.g., complex lid laceration repair, horizontal strabismus, ptosis) • Manages intra- and post-operative complications (e.g., bleeding, perforati 	<ul style="list-style-type: none"> • Develops a pre-operative plan for complex extraocular surgery • Performs complex extraocular surgery (e.g., vertical strabismus), with assistance • Manages complex intra- and post-operative complications (e.g., infection, retrobulbar hemorrhage) 	<ul style="list-style-type: none"> • Assess patients and develops a pre-operative plan for complex/multidisciplinary extraocular surgery (e.g., nerve sheath decompression, vessel sparing strabismus) • Performs complex extraocular surgery



			ge)	
<input type="checkbox"/>				
Comments				

1.3.4 Perform a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Demonstrates ability to scrub, prep and drape patient for surgery; performs basic suturing skills 	<ul style="list-style-type: none"> • Assesses patients for routine intraocular surgery • Performs routine intraocular surgery in the hands-on 	<ul style="list-style-type: none"> • Assesses patients for complex intraocular surgery • Assists in subspecialty intraocular surgery • Manages common 	<ul style="list-style-type: none"> • Assesses patients for multispecialty intraocular surgeries • Performs routine intraocular surgery • Manages complex 	<ul style="list-style-type: none"> • Assess patients requiring surgery from multiple disciplines (e.g., plastic surgery, facial trauma) • Performs complex intraocular



	<p>surgical skills laboratory</p> <ul style="list-style-type: none">• Manages common post-operative complications (e.g., post-op pain, high intraocular pressure)	<p>intra-operative complications (e.g., flat chamber, wound leak, hyphema)</p>	<p>intra- and post-operative complications (e.g., re-bubble graft, blebitis)</p>	<p>surgery</p> <ul style="list-style-type: none">• Manages rare and complex intra- and post-operative complications (e.g., tube erosion, proliferative vitreoretinopathy)
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Comments				



MS Dermatology, Andrology & STDs Matrix

Semester 1

Course	Medical Practitioner	communicator	collaborator	Health advocate	Professional	Scholar	Leader
Basic Derma Andro Part I	1.2.1.1 1.2.2.2		3.1.1.1				
Basic Derma Andro Part II	1.1.2.7.5		3.1.1.1				
Basic Derma Andro Part III	1.3.4.5 1.4.1.1		3.1.1.1				

Semester 2,3,4

Course	Medical Practitioner	communicator	collaborator	Health advocate	Professional	Scholar	Leader
Dermatology part I	1.1.2.5 1.2.2.3						
Dermatology part II	1.1.2.2 1.1.2.3 1.1.2.4						



course	Medical Practitioner	communicator	collaborator	Health advocate	Professional	Scholar	Leader
Dermatology part III	1.1.1.1 1.1.2.6 1.2.1.1 1.3.4 1.4.1.3	2.1.1.1 2.1.2.1 2.3.2.1 2.4.3.1 2.5.3.1	3.1.1.1 3.1.1.3 3.2.1.1 3.2.1.2	4.1.3.1	5.1.2.1 5.2.2.1 5.3.1.1	6.2.4.1	
Andrology part I	1.1.1.1 1.1.2.7 1.1.3.1 1.1.4.1 1.2.2.3 1.4.1.1 1.4.1.4	2.1.1.1 2.2.1.1 2.2.1.2 2.2.2.1 2.4.3.1	3.1.1.1 3.1.1.5 3.2.1.2	4.1.1.2	5.1.1.2 5.4.3.1	6.2.4.1	
Andrology part II	1.1.1.1 1.1.2.6 1.2.1.1 1.3.4 1.4.1.3	2.1.1.1 2.1.2.1 2.3.2.1 2.4.3.1 2.5.3.1	3.1.1.1 3.1.1.3 3.2.1.1 3.2.1.2	4.1.3.1	5.1.2.1 5.2.2.1 5.3.1.1	6.2.4.1	
Andrology part III	1.1.1.1 1.1.2.7 1.1.3.1 1.1.4.1 1.2.2.3 1.4.1.1 1.4.1.4	2.1.1.1 2.2.1.1 2.2.1.2 2.2.2.1 2.4.3.1	3.1.1.1 3.1.1.5 3.2.1.2	4.1.1.2	5.1.1.2 5.4.3.1	6.2.4.1	



Semester 5

course	Medical Practitioner	communicator	collaborator	Health advocate	Professional	Scholar	Leader
Applied Clinical Course related to dermatology and andrology disorders	1.1.1.1 1.1.2.7 1.1.3.1 1.1.4.1 1.2.2.3 1.4.1.1 1.4.1.4	2.1.1.1 2.2.1.1 2.2.1.2 2.2.2.1 2.4.3.1	3.1.1.1 3.1.1.5 3.2.1.2				
Elective courses	1.1.2.2 1.1.2.3 1.1.2.4 1.3.1.1 1.3.1.3 1.2.3.1 1.2.2.5						

F) Program Administration Requirement (If applicable):

This course is designed for MS candidates .they must have all these requirement:

- 1) Has a Bachelor degree in medicine and surgery from one of the Egyptian universities or an equivalent degree issued by the Supreme Council of Egyptian Universities;
- 2) Completed Internship period for graduation

G) Regulations for progression and program completion



The competencies of this program will be achieved through different modes. As for example:

- 1) Self-Learning;
- 2) Interactive lectures whether face-to-face, virtual, or videos;
- 3) Clinical skill laboratories e.g. in dry, wet, or simulation laboratories with grade d tasks testing important skills;
- 4) Clinical responsibility e.g. active involvement in patient management by taking graded responsibilities in, indoor patient management, attending outpatient department clinics, and emergency duties;
- 5) Participation in practical procedures or clinical setting;
- 6) Academic activities e.g. participation in teaching process, presentation (cases or papers) in a clinical meeting, seminars, journal club etc., participation at a clinical meeting and CME conferences, and participation in different skill courses and workshops;
- 7) Research activities, writing thesis, the monthly audit of the unit, and any publication.

The assessment tasks will be achieved through different modes. As for example:

- 1) Exams which access the theoretical knowledge of the neutral history; clinical approaches in diagnosis and management; attitudes and communications skills; clinical, and technical skills;. Exams could be in MCQs, EMQs, case scenarios, OSPE , OSCE and OSLER formats.
- 2) Workplace- based Assessment through an everyday assessment by the tutor(s) highlighting all types of engagement e.g. attendance and participation in the different format of teaching and learning formats. This could be achieved by an accurate and complete record of all the required information in the portfolio and logbook. All recorded information in the portfolio and logbook must be de-identified and comply with the relevant jurisdictional privacy laws. The logbook summary, together with the minimum portfolio and logbook data, must be reviewed by the tutor(s) at the completion of the program,



- 3) The candidate must complete a research project “thesis”. The thesis is based on a piece of research work that has direct relevance to the specialty in Dermatology or andrology

H) Evaluation of Programs’ Competencies

The program has been designed by specialist faculty staff member in the department of Dermatology, Andrology and STDs at Mansoura University. The program is structured to ensure that it will cover the required knowledge in the field of Dermatology, Andrology and STDs to cope with the real academic professional development.

Evaluator (s)		
Internal evaluator (s)		
External evaluator (s)

I) Statement

We certify that all information required to deliver this program is contained in the above specification and will be implemented. All course specification for this program are in place. The program specification should have attached to it all courses specifications for all courses listed in the matrix.

Program coordinator (s) Prof. Samir EL hanbaly	Date	Signature
Dean of the Mansoura Faculty of Medicine Prof. Ashraf Shoma		
Executive Director of the Quality Assurance Unit Dr Manar Adel		

