



Syllabus*: Clinical Otolaryngology (111502502) First Semester 2021 /2022

COURSE INFORMATION

Course Name: Otolaryngology Head and Neck Surgery

Semester: First

Department: Surgery and Special Surgery

Faculty: Medicine

Day(s) and Time(s): Sunday-Thursday: 8:00-16:00

Classroom: Prince Hamza Hospital (4th floor) and
Medical College theaters

Course Code: 111502502

Section: Otolaryngology

Prerequisites: None

Core Curriculum: Practical sessions and
Lectures

Credit Hours: 2.25

COURSE DESCRIPTION

Otolaryngology is given to the 5th year medical students for 2 weeks. During this period, we try to concentrate on the most common diseases and principles of ear, nose, and throat problems. The course focuses on the common pathology processes that primarily present to the General Practitioner.

DELIVERY METHODS

Clinical teaching will be performed in Hashemite University-affiliated Prince Hamza Teaching Hospital

- Daily morning reports
- Outpatient clinics
- Bed-side teaching
- Possibly operative exposure.

The course will be delivered through a combination of active learning strategies. These will include:

- PowerPoint lectures and active classroom-based discussion
- Collaborative learning through small groups acting in an interdisciplinary context.
- Relevant films and documentaries
- Video lectures

- E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team

FACULTY INFORMATION

Course instructor: Dr Khaled Badran,
Academic Title: Lecturer with assistant professor duties
Office Location: Prince Hamza Hospital
Telephone Number: +962 789 766 332
Email Address: Badran99@hotmail.com
Office Hours: Monday 9.00-12.00, Tue 12.30-16.00

Faculty members:

Dr Amjad Tarifi, Dr Laith Khasawneh, Dr Mohammad Khatatbeh

Ministry of Health teachers:

Dr Marwan Halalmeh,, Dr Ayman Abu Baker, Dr Vera Bakominko

REFERENCES AND LEARNING RESOURCES

Recommended Books:

- Lecture Notes: Diseases of the Ear, Nose and Throat
- CURRENT Diagnosis & Treatment Otolaryngology--Head and Neck Surgery
- Key Topics in Otolaryngology
- Ear, Nose and Throat and Head and Neck Surgery: An Illustrated Color Text
- Oxford Handbook of ENT and Head and Neck Surgery

SYLLABUS TIMETABLE

DAY	(8:00-9:00)	(9:00-12:30)	(13:00-14:00)	(14:30-16:00)
SUNDAY	Morning Report	Outpatient Clinic or Teaching Round	Seminar	Additional Teaching (Outpatient Clinic, Teaching Round, Lecture, Revision ...)
MONDAY	Morning Report	Outpatient Clinic or Teaching Round	Seminar	
TUESDAY	Morning Report	Outpatient Clinic or Teaching Round	Seminar	
WEDNESDAY	Morning Report	Outpatient Clinic or Teaching Round	Seminar	
THURSDAY	Morning Report	Outpatient Clinic or Teaching Round	Seminar	

NOTE: This outline can change according to the arrangement of instructor(s) and students provided preservation of the overall objectives

COMPETENCIES REQUIRED

- To take proper history from patients with ENT problem to reach the differential diagnosis.
- To be familiar with the otolaryngology professional unit and instruments, and how to use them in a correct way.
- To perform a complete otolaryngology physical examination, including proper examination of the ear, nose, throat, and head and neck.
- To use otoscope to examine the ear canal and tympanic membrane and be able to recognize normal from abnormal findings.
- To use tuning forks to do Weber and Rinne tests for hearing assessment of patients.
- To know the basic audiological assessments including tympanometry and pure tone audiogram (PTA).
- To check for facial nerve function.
- To diagnose and manage simple ear conditions such as otitis externa, acute and secretory otitis media, and wax impaction.
- To appropriately approach patients with dizziness/vertigo, and get an idea about Dix-Hallpike test.
- To use nasal speculum to examine the nose, and be able to recognize normal nasal structures like nasal septum and inferior and middle turbinates. In addition, the student should have an idea about the use of mirror in performing posterior rhinoscopy.
- To do oral and oropharyngeal examination, and differentiate normal structures from abnormal findings.
- To perform full head and neck examination including lymph node assessment.
- To be able to recognize complaints or disease patterns which require referral to specialist care.
- To decide when to request investigations for ENT pathology processes.

REQUIREMENTS OF UNDERGRADUATE TRAINING IN OTOLARYNGOLOGY

Condition	Objectives	Assessment Method
Introduction: history & physical examination	<ul style="list-style-type: none"> ● To learn basic clinical skills, including the ability to obtain history from patients with ENT problems, perform complete ENT physical examination, interpretation of the clinical findings to reach the differential diagnosis and to formulate the plan of management. ● To know the relationship between Ear, Nose, and Throat. ● To know the principles of some hearing assessment tests (Pure Tone Audiometry (PTA), Tympanometry). 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment ● "On-line" reading
External ear conditions and	<ul style="list-style-type: none"> ● To define congenital external ear anomalies (Microtia, Bat Ears, Aural Atresia, accessory auricle, sinuses ...). 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar

mechanism of hearing	<ul style="list-style-type: none"> ● To know the symptoms and ways of management of wax. ● To know how to deal with auricular hematoma. ● To differentiate different types of otitis externa, their causes, presentations, and ways of management. ● To be able to define the mechanism of hearing and sound perception. 	presentations <ul style="list-style-type: none"> ● Homework assignment
Rhinosinusitis (Infective and Non-infective)	<ul style="list-style-type: none"> ● To know the definition of rhinosinusitis and its classification. ● To get necessary details about anatomy and physiology of nose and paranasal sinuses. ● To know the causes and predisposing factors of rhinosinusitis. ● To be able to diagnose rhinosinusitis. ● To decide when they need to investigate in patient with rhinosinusitis. ● To be familiar with the different lines of management of allergic rhinosinusitis. ● Outline the ways of management of acute and chronic rhinosinusitis. ● Numerate the complications and their management. ● To be able to diagnose, approach, and manage nasal polyps. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework Assignments ● On-line video demonstration
Otitis Media (Secretory, Acute, Chronic, Complications)	<ul style="list-style-type: none"> ● To review important information of middle ear anatomy and physiology. ● To get an idea about the differences in Eustachian Tube between adults and pediatrics, and how that can affect the pathogenesis of otitis media. ● To define the otitis media and its different subtypes. ● To know the causes of otitis media and predisposing factors. ● To know the reason for classification of otitis media and how to manage each subclass. ● To be familiar with the investigations of otitis media (audiological and radiological). ● To define the cholesteatoma and its management. ● Outline the complications and their management. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Sore Throat and Adenotonsillar Diseases	<ul style="list-style-type: none"> ● To know about the anatomy of lymphoid tissue of the Waldeyer's ring. ● To know the variable causes of chronic sore throat. ● To outline the common adenotonsillar disorders and their treatment plans (including diphtheria and infectious mononucleosis). 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment

	<ul style="list-style-type: none"> ● To know the indications and contraindications for adenotonsillectomy. ● To highlight on snoring and obstructive sleep apnea, their causes, and management lines. 	<ul style="list-style-type: none"> ● In OR patients
Hearing Loss and Vertigo	<ul style="list-style-type: none"> ● Define the hearing loss and classification (according to origin of etiology and severity). ● To differentiate different causes the conductive and sensorineural hearing loss. ● To be able to diagnose and recognize management plans of variety of diseases like otosclerosis, presbycusis, noise-induced hearing loss, ototoxicity, and congenital hearing impairment. ● To be capable of exploiting tuning fork tests (Rinne and Weber) in patients with hearing impairment. ● Outline the principles of audiological and radiological assessment for hearing loss. ● To know the differences between vertigo and other forms of dizziness. ● To outline the inputs of balance, and different causes of dizziness/vertigo. ● To appropriately approach cases with dizziness/vertigo by history, physical examination, and performing proper investigations. ● To be able to diagnose and manage some of otological causes of vertigo, such as benign paroxysmal positional vertigo (BPPV), Meniere disease, labyrinthitis, vestibular neuronitis, and acoustic neuroma. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment ● “On-line’ reading ● On-line video demonstration
Hearing Assessment Tests	<ul style="list-style-type: none"> ● To understand the mechanism of hearing. ● To recognize the difference between sound intensity and sound frequency. ● To realize the indications, types, and interpretation of tympanometry. ● To recognize the indications, how-to-do, and interpretation of pure tone audiometry (PTA). 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Stridor and Upper Airway Management	<ul style="list-style-type: none"> ● To define stridor and stertor. ● To classify stridor. ● To recognize symptoms and signs of upper airway obstruction. ● To outline the causes of upper airway obstruction. ● To know how to diagnose and manage laryngomalacia, croup, epiglottitis, choanal atresia, and vascular ring. ● To be familiar with the variable methods of management of different pathology processes. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment ● In OR patients

	<ul style="list-style-type: none"> • To outline different ways of establishing airway. • To detect the indications and procedure of cricothyroidotomy. • To thoroughly discuss the indications of tracheostomy. • To know how to perform emergent tracheotomy. • To highlight possible complications of tracheostomy. 	
Foreign Bodies in ENT	<ul style="list-style-type: none"> • To know how to classify foreign bodies (e.g. organic vs. inorganic). • To explain why foreign bodies are more common in pediatric and psychiatric patients. • To know the importance of management of foreign bodies in ENT. • To outline the possible symptoms and signs of foreign bodies in ear, nose, pharynx, larynx, tracheobronchial tree, and esophagus. • To discuss the principles of management of foreign bodies in ENT. • To be familiar with the possible complications of different types and sites of foreign bodies in ENT. 	<ul style="list-style-type: none"> • Exams • Clinic cases • Seminar presentations • Homework assignment
Epistaxis and Facial Trauma (Including Septal Hematoma and Perforation)	<ul style="list-style-type: none"> • To know how to deal with facial trauma in regards to history and mechanism of injury, physical examination, and general outline of management. • To have an idea about Le Forte and Blowout fractures. • To be able to approach patients with nasal trauma and outline the management lines. • To enumerate possible complications of nasal trauma including some details on septal hematoma. • To be familiar with the arterial blood supply of the nose. • Outline the causes of epistaxis (with some focus on Hereditary Hemorrhagic Telangiectasia (HHT) and Angiofibroma). • To recognize different techniques in epistaxis control. • To define the causes, presentation, and methods of management of septal perforation. 	<ul style="list-style-type: none"> • Exams • Clinic cases • Seminar presentations • Homework assignment
Hoarseness in Voice and Laryngeal Tumors	<ul style="list-style-type: none"> • To get an applied anatomy of the larynx and the laryngohyoid complex. • To develop a sensible understanding of voice production by phonation, articulation, and resonance. • To define hoarseness in voice and outline its causes. • To have strong basis to approach and manage patients with dysphonia. 	<ul style="list-style-type: none"> • Exams • Clinic cases • Seminar presentations • Homework assignment

	<ul style="list-style-type: none"> ● To know the common laryngeal tumors and their presentation. ● Investigation and management plans for laryngeal tumors. 	
Surgical Thyroid Diseases (Approach to Thyroid Mass)	<ul style="list-style-type: none"> ● To review the pertinent embryology, anatomy, and function of the thyroid gland. ● To learn the relevant history taking and physical examination points in thyroid disease patients. ● To thoroughly comprehend the approach to the thyroid mass regarding ultrasonic features, indications of Fine Needle Aspiration Cytology (FNAC), and the Bethesda cytologic scoring. ● To set an appropriate management plan after the above steps were done. ● To know the steps of surgery and the possible complications. ● To comprehend the prognostic indicators of thyroid malignancy. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Neck Masses and Pharyngeal Tumors	<ul style="list-style-type: none"> ● To be familiar with anatomy of the neck and highlight on important landmarks. ● Classify the neck masses. ● Clinical assessment of neck masses, with focus on some congenital, developmental, and acquired masses. ● Investigate patient with neck mass. ● Plan management of patients with neck mass. ● To know the common pharyngeal tumors and their presentation. ● Investigation and management plans for pharyngeal tumors. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Evaluation and attendance	20%	Last day of every rotation
End of rotation Clinical Exam	35%	Last day of every rotation
Final Exam	45%	The end of the year

Grades are not negotiable and are awarded according to the following criteria:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

Classroom Participation: Assessment Criteria					
Criteria	Quality				Score
	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 points)	
Degree to which student integrates course readings into classroom participation	<ul style="list-style-type: none"> - often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> -occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand . 	<ul style="list-style-type: none"> - rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand 	<ul style="list-style-type: none"> -unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand . 	

Interaction/ participation in classroom discussions	-always a willing participant, responds frequently to questions; - routinely volunteers point of view .	-often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view .	-rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view .	-never a willing participant., - never able to respond to questions; - never volunteers point of view .	
Interaction/ participation in classroom learning activities	-always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view.	-often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view.	-rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view .	-never a willing participant - often acts inappropriately during role plays,, - never able to respond to direct questions; - never volunteers point of view.	
Demonstrati on of professional attitude and demeanor	-always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class.	- rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class .	-often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	-rarely prepared; - often arrives late; -never solicits instructors' perspective outside class	

Classroom Participation: Oral Presentation										
Element	Excellent			Satisfactory			Needs Improvement			P o i n t s
	8	7	6	5	4	3	2	1	0	
Organization	<ul style="list-style-type: none"> There is a logical sequence of information. Title slide and closing slide are included appropriately. 			<ul style="list-style-type: none"> There is some logical sequence of information. Title slide and closing slides are included. 			<ul style="list-style-type: none"> There is little or no logical sequence of information. Title slide and/ or closing slides are not included. 			

Slide Design (text, colors, background, illustrations, size, titles, subtitles)	<ul style="list-style-type: none"> ▪ Presentation is attractive and appealing to viewers. 	<ul style="list-style-type: none"> ▪ Presentation is somewhat appealing to viewers. 	<ul style="list-style-type: none"> ▪ Little to no attempt has been made to make presentation appealing to viewers. 	
Content	<ul style="list-style-type: none"> ▪ Presentation covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate. 	<ul style="list-style-type: none"> ▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed. 	<ul style="list-style-type: none"> ▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed. 	
Language	<ul style="list-style-type: none"> ▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective 	<ul style="list-style-type: none"> ▪ There are minor problems in spelling, grammar, usage, and/or punctuation. 	<ul style="list-style-type: none"> ▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective. 	
Delivery	<ul style="list-style-type: none"> ▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ▪ There was sufficient eye contact with audience. ▪ There were sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used. 	<ul style="list-style-type: none"> ▪ There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat appropriate. 	<ul style="list-style-type: none"> ▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. ▪ No use of non verbal communication skills. ▪ Inappropriate delivery pace was used. 	
Interaction with Audience	<ul style="list-style-type: none"> ▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses. 	
Total Score (Y x 5/16) =				

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate, and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to

contact their instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATION

Participation

Class participation and attendance are important elements of every student's learning experience at the Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. Those exceeding this limit of 15% will receive a failing grade regardless of their performance. It is a student's responsibility to monitor the frequency of their own absences. Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviors that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples, and it applies to all student assignments or submitted work:

- Use of the work, ideas, images, or words of someone else without his/her permission or reference to them.
- Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.
- Misrepresentation of the sources that were used.

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in

more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.

- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook



Syllabus*: Clinical Otolaryngology (111502502) Second Semester 2021 /2022

COURSE INFORMATION

Course Name: Otolaryngology Head and Neck Surgery

Semester: Second

Department: Surgery and Special Surgery

Faculty: Medicine

Day(s) and Time(s): Sunday-Thursday: 8:00-16:00

Classroom: Prince Hamza Hospital (4th floor) and
Medical College theaters

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- To be familiar with the otolaryngology professional unit and instruments, and how to use them in a correct way.
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- To use tuning forks to do Weber and Rinne tests for hearing assessment of patients.
- To know the basic audiological assessments including tympanometry and pure tone audiogram (PTA).
- To check for facial nerve function.
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- To appropriately approach patients with dizziness/vertigo, and get an idea about Dix-Hallpike test.
- To use nasal speculum to examine the nose, and be able to recognize normal nasal structures like nasal septum and inferior and middle turbinates. In addition, the student should have an idea about the use of mirror in performing posterior rhinoscopy.
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Otitis Media (Secretory, Acute, Chronic, Complications)	<ul style="list-style-type: none"> ● To review important information of middle ear anatomy and physiology. ● To get an idea about the differences in Eustachian Tube between adults and pediatrics, and how that can affect the pathogenesis of otitis media. ● To define the otitis media and its different subtypes. ● To know the causes of otitis media and predisposing factors. ● To know the reason for classification of otitis media and how to manage each subclass. ● To be familiar with the investigations of otitis media (audiological and radiological). ● To define the cholesteatoma and its management. ● Outline the complications and their management. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Sore Throat and Adenotonsillar Diseases	<ul style="list-style-type: none"> ● To know about the anatomy of lymphoid tissue of the Waldeyer's ring. ● To know the variable causes of chronic sore throat. ● To outline the common adenotonsillar disorders and their treatment plans (including diphtheria and infectious mononucleosis). 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment

	<ul style="list-style-type: none"> ● To know the indications and contraindications for adenotonsillectomy. ● To highlight on snoring and obstructive sleep apnea, their causes, and management lines. 	<ul style="list-style-type: none"> ● In OR patients
Hearing Loss and Vertigo	<ul style="list-style-type: none"> ● Define the hearing loss and classification (according to origin of etiology and severity). ● To differentiate different causes the conductive and sensorineural hearing loss. ● To be able to diagnose and recognize management plans of variety of diseases like otosclerosis, presbycusis, noise-induced hearing loss, ototoxicity, and congenital hearing impairment. ● To be capable of exploiting tuning fork tests (Rinne and Weber) in patients with hearing impairment. ● Outline the principles of audiological and radiological assessment for hearing loss. ● To know the differences between vertigo and other forms of dizziness. ● To outline the inputs of balance, and different causes of dizziness/vertigo. ● To appropriately approach cases with dizziness/vertigo by history, physical examination, and performing proper investigations. ● To be able to diagnose and manage some of otological causes of vertigo, such as benign paroxysmal positional vertigo (BPPV), Meniere disease, labyrinthitis, vestibular neuronitis, and acoustic neuroma. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment ● “On-line’ reading ● On-line video demonstration
Hearing Assessment Tests	<ul style="list-style-type: none"> ● To understand the mechanism of hearing. ● To recognize the difference between sound intensity and sound frequency. ● To realize the indications, types, and interpretation of tympanometry. ● To recognize the indications, how-to-do, and interpretation of pure tone audiometry (PTA). 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Stridor and Upper Airway Management	<ul style="list-style-type: none"> ● To define stridor and stertor. ● To classify stridor. ● To recognize symptoms and signs of upper airway obstruction. ● To outline the causes of upper airway obstruction. ● To know how to diagnose and manage laryngomalacia, croup, epiglottitis, choanal atresia, and vascular ring. ● To be familiar with the variable methods of management of different pathology processes. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment ● In OR patients

	<ul style="list-style-type: none"> ● To outline different ways of establishing airway. ● To detect the indications and procedure of cricothyroidotomy. ● To thoroughly discuss the indications of tracheostomy. ● To know how to perform emergent tracheotomy. ● To highlight possible complications of tracheostomy. 	
Foreign Bodies in ENT	<ul style="list-style-type: none"> ● To know how to classify foreign bodies (e.g. organic vs. inorganic). ● To explain why foreign bodies are more common in pediatric and psychiatric patients. ● To know the importance of management of foreign bodies in ENT. ● To outline the possible symptoms and signs of foreign bodies in ear, nose, pharynx, larynx, tracheobronchial tree, and esophagus. ● To discuss the principles of management of foreign bodies in ENT. ● To be familiar with the possible complications of different types and sites of foreign bodies in ENT. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Epistaxis and Facial Trauma (Including Septal Hematoma and Perforation)	<ul style="list-style-type: none"> ● To know how to deal with facial trauma in regards to history and mechanism of injury, physical examination, and general outline of management. ● To have an idea about Le Forte and Blowout fractures. ● To be able to approach patients with nasal trauma and outline the management lines. ● To enumerate possible complications of nasal trauma including some details on septal hematoma. ● To be familiar with the arterial blood supply of the nose. ● Outline the causes of epistaxis (with some focus on Hereditary Hemorrhagic Telangiectasia (HHT) and Angiofibroma). ● To recognize different techniques in epistaxis control. ● To define the causes, presentation, and methods of management of septal perforation. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Hoarseness in Voice and Laryngeal Tumors	<ul style="list-style-type: none"> ● To get an applied anatomy of the larynx and the laryngohyoid complex. ● To develop a sensible understanding of voice production by phonation, articulation, and resonance. ● To define hoarseness in voice and outline its causes. ● To have strong basis to approach and manage patients with dysphonia. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment

	<ul style="list-style-type: none"> ● To know the common laryngeal tumors and their presentation. ● Investigation and management plans for laryngeal tumors. 	
Surgical Thyroid Diseases (Approach to Thyroid Mass)	<ul style="list-style-type: none"> ● To review the pertinent embryology, anatomy, and function of the thyroid gland. ● To learn the relevant history taking and physical examination points in thyroid disease patients. ● To thoroughly comprehend the approach to the thyroid mass regarding ultrasonic features, indications of Fine Needle Aspiration Cytology (FNAC), and the Bethesda cytologic scoring. ● To set an appropriate management plan after the above steps were done. ● To know the steps of surgery and the possible complications. ● To comprehend the prognostic indicators of thyroid malignancy. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment
Neck Masses and Pharyngeal Tumors	<ul style="list-style-type: none"> ● To be familiar with anatomy of the neck and highlight on important landmarks. ● Classify the neck masses. ● Clinical assessment of neck masses, with focus on some congenital, developmental, and acquired masses. ● Investigate patient with neck mass. ● Plan management of patients with neck mass. ● To know the common pharyngeal tumors and their presentation. ● Investigation and management plans for pharyngeal tumors. 	<ul style="list-style-type: none"> ● Exams ● Clinic cases ● Seminar presentations ● Homework assignment

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Evaluation and attendance	20%	Last day of every rotation
End of rotation Clinical Exam	35%	Last day of every rotation
Final Exam	45%	The end of the year

Grades are not negotiable and are awarded according to the following criteria:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

Classroom Participation: Assessment Criteria					
Criteria	Quality				Score
	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 points)	
Degree to which student integrates course readings into classroom participation	<ul style="list-style-type: none"> - often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> -occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand . 	<ul style="list-style-type: none"> - rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand 	<ul style="list-style-type: none"> -unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand . 	

Interaction/ participation in classroom discussions	-always a willing participant, responds frequently to questions; - routinely volunteers point of view .	-often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view .	-rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view .	-never a willing participant., - never able to respond to questions; - never volunteers point of view .	
Interaction/ participation in classroom learning activities	-always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view.	-often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view.	-rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view .	-never a willing participant - often acts inappropriately during role plays,, - never able to respond to direct questions; - never volunteers point of view.	
Demonstrati on of professional attitude and demeanor	-always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class.	- rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class .	-often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	-rarely prepared; - often arrives late; -never solicits instructors' perspective outside class	

Classroom Participation: Oral Presentation										
Element	Excellent			Satisfactory			Needs Improvement			P o i n t s
	8	7	6	5	4	3	2	1	0	
Organization	<ul style="list-style-type: none"> There is a logical sequence of information. Title slide and closing slide are included appropriately. 			<ul style="list-style-type: none"> There is some logical sequence of information. Title slide and closing slides are included. 			<ul style="list-style-type: none"> There is little or no logical sequence of information. Title slide and/ or closing slides are not included. 			

Slide Design (text, colors, background, illustrations, size, titles, subtitles)	<ul style="list-style-type: none"> ▪ Presentation is attractive and appealing to viewers. 	<ul style="list-style-type: none"> ▪ Presentation is somewhat appealing to viewers. 	<ul style="list-style-type: none"> ▪ Little to no attempt has been made to make presentation appealing to viewers. 	
Content	<ul style="list-style-type: none"> ▪ Presentation covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate. 	<ul style="list-style-type: none"> ▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed. 	<ul style="list-style-type: none"> ▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed. 	
Language	<ul style="list-style-type: none"> ▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective 	<ul style="list-style-type: none"> ▪ There are minor problems in spelling, grammar, usage, and/or punctuation. 	<ul style="list-style-type: none"> ▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective. 	
Delivery	<ul style="list-style-type: none"> ▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ▪ There was sufficient eye contact with audience. ▪ There were sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used. 	<ul style="list-style-type: none"> ▪ There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat appropriate. 	<ul style="list-style-type: none"> ▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. ▪ No use of non verbal communication skills. ▪ Inappropriate delivery pace was used. 	
Interaction with Audience	<ul style="list-style-type: none"> ▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses. 	
	Total Score (Y x 5/16) =			

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate, and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to

contact their instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATION

Participation

Class participation and attendance are important elements of every student's learning experience at the Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. Those exceeding this limit of 15% will receive a failing grade regardless of their performance. It is a student's responsibility to monitor the frequency of their own absences. Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviors that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples, and it applies to all student assignments or submitted work:

- Use of the work, ideas, images, or words of someone else without his/her permission or reference to them.
- Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.
- Misrepresentation of the sources that were used.

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in

more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.

- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook