

# Easily accessible, up-to-date and standardized training model in Urology: E-Learning Residency training program (ERTP).

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## Abstract

**Objectives:** There is no standardized and up-to-date education model for urology residents in our country. We aimed to describe our National E learning education model for urology residents. **Methodology:** The ERTTP working group; consisting of urologists was established by Society of Urological Surgery to create E-learning model and curriculum at April 2018. Learning objectives were set up in order to determine and standardize the contents of the presentations. In accordance with the Bloom Taxonomy, 834 learning objectives were created for a total of 90 lectures (18 lectures for each PGY year). Totally 90 videos were shoot by specialized instructors and webcasts were prepared. Webcasts were posted at uropedia.com.tr, which is the web library of Society of Urological Surgery. Satisfaction of residents and instructors was evaluated with feedbacks. An assessment of knowledge was measured with multiple-choice exam. **Results:** A total of 43 centers and 250 urology residents were included in ERTTP during the academic year 2018/2019. There were 93/38/43/34/25 urology residents at 1st/2nd/3rd/4th and 5th year of residency, respectively. Majority of the residents (99.1%) completed the ERTTP. The overall satisfaction rate of residents and instructors were 4,29 and 4,67(min:1 so bad, max:5 so good). An assessment exam was performed to urology residents at the end of the ERTTP and the mean score was calculated as 57.99 points (min:20, max:82). **Conclusion:** Due to the Covid-19 pandemic, most of the educational programs had to move online platforms. We used this reliable and easily accessible e-learning platform for standardization of training in urology on national basis. We aim to share this model with international residency training programs.

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**Short running title: E-Learning Residency training program**

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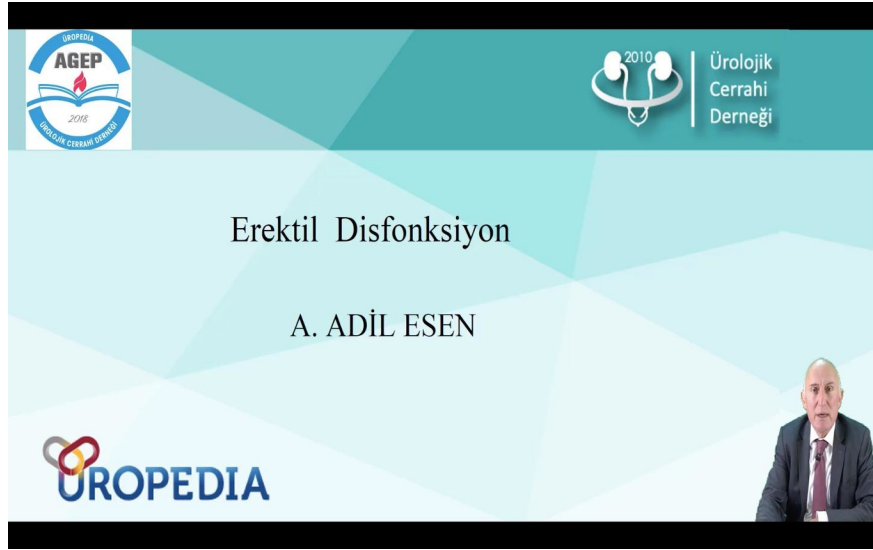
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Lesson Name	Year	Lesson No	Learning Objectives 1	Learning Objectives 2	Learning Objectives 3	Learning Objectives 4
<b>Normal development of genitourinary tract (Embryology)</b>	1	1	Should be able to explain the development of the kidney	Should be able to explain the development of the bladder and the ureter	Should be able to explain the development of the genital and reproductive systems	Should be able to explain the development of female and male external genital systems
<b>The surgical anatomy of the retroperitoneum, adrenal glands, kidneys and ureters</b>	1	2	Should be able to describe the retroperitoneum and its content (organs, boundaries and adjacencies)	Should be able to describe the anatomy of abdominal aorta, and its adjacencies	Should be able to describe the anatomy and adjacencies of vena cava inferior	Should be able to describe the lymphatics, neuronal bodies of retroperitoneum
<b>The anatomy of lower urinary system and genital organs</b>	1	3	Should be able to define the female and male pelvic bone anatomy and to describe their contents (organs, boundaries and adjacencies)	Should be able to relate its adjacencies with the bladder base and genital organs	Should be able to describe the soft tissues in the pelvis (muscle-connective tissues-support structures)	Should be able to describe the perfusion and innervation of the pelvis
<b>Evaluation of urologic patient</b>	1	4	Should be able to query the diseases and complaints in patient history and family history	Should be able to manage interviews with patient's relatives and obtain comprehensive information	Should be able to define haematuria, sexual dysfunction, haematospermia, pneumaturia, urethral discharge	Should be able to query the time of onset, duration and quality of pain in a patient with flank pain



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