Course Specification Card for Block 2.2 (Emotion and Senses)

College	College of Medicine	Department	Medical Education		
Course Name (English)	Emotion and Senses	Course Name (Arabic)	العاطفة والحواس		
Course Number	1000202	Course Code	1000202		
Credit Hrs.	6hrs	Contact Hrs.	Theoretical	Practical	**T**
Teaching Language	English ☒ Arabic ☐		99	34	132
Teaching Method	☒ Face-to-Face ☐ Online ☐ Blended				
Course Nature	☒ Compulsory ☐ Elective				
Course Type	☐ University Requirement ☒ College Requirement ☐ Program Requirement				
Level	2nd year	Pre-Requisite(s)	Block 1.2 (Infection & Immunity)		

Course Description

The focus of block 2.2, 'Emotion and Senses', focuses on diseases of the central and peripheral nervous system, the psyche and the senses, with specific emphasis on the brainstem and higher functions. Also training on communication skills and professional development related activities are stressed upon.

Topics

1. Brain stem

2. Confusion

3. Disorders of the Mood

4. Misunderstood physical symptoms/short internship

5. Swallowing and speech

6. White matter disorders and infection

7. Fits

8. Development and personality

Learning Outcomes

Knowledge and Understanding

1.Describe the normal structure and function of: Brain stem, cranial nerves, pharynx, larynx, nasal cavity, paranasal sinuses and extra ocular muscles. Limbic system, hypothalamus and biogenic amines.

2. Recite the basic biological and physiological processes and their dysregulation related to: Control of ocular motility and pupillary light reflex. auto regulation of cerebral blood flow. mechanism of swallowing and conditions of clear voice

3. Describe the etiology, epidemiology, and pathophysiological mechanism of: Common psychiatric disorders (delirium, alcohol withdrawal syndrome, psychotic disorders, mood disorders, suicidal tendencies, psychosomatic disorders, stress disorders, anxiety disorders, panic attacks, personality and developmental disorders. common nasal disorders (viral rhinitis, allergic rhinitis, nasal polyps, and sinusitis, adenoiditis and tonsillitis), facial nerve paralysis, dysphagia, nasal trauma and bleeding. Unconsciousness and unconsciousness disorders, increased intracranial pressure and skull and brain injuries. multiple sclerosis, meningitis, encephalitis, neuroborreliosis, epilepsy, sleep disorders and disorders of motor ocular nerves

4. Classify complaints, diseases and consequences of the diseases: Make a problem analysis using medico-scientific literature. Consult written and medical sources of information and interrupt their data. Document – in writing or electronic- findings and agreements made about the patient problem

Skills

1. Analyze health problems in a systematic manner utilizing: Outlines of the scientific history of psychiatric and neurological problems. Problem solving model. Sources of illness and life style. Priorities and costs of medical services. Contextual factors as family, socio economic variables, gender, age, culture and belief

2. Outline, acquire and apply different kinds of clinical reasoning during tutorial groups using PBL methodology in discussing medical problems: Describe and interrupt symptoms of common psychiatric and neurological problems including head trauma. Describe and interrupt symptoms of common nasal disorders and disorders of the paranasal sinuses. Describe and interrupt symptoms of dysfunctions of facial nerve, motor ocular nerves and strabismus. Simplify mechanisms of the complaints of the mentioned disorders

3. Collect, interrupt, and communicate a focused medical history from simulated patients and simulated patient software. Take medical history from simulated patient sot ware with neurological and psychiatric disorders. Take medical history paying attention to the medical content as well as communication aspects. Take medical history paying attention to the medical content as well as communication aspects

	4. Integrate and communicate the historical, physical and investigative findings into a meaningful differential diagnosis, including identifying the most suitable diagnosis for a simulated patient and simulated patient sot ware. Show critical attitude towards scientific knowledge on which medical treatment is based. Interpret the findings and establish new connections between data from problem description, medical history, past physical examinations, and any supplementary testing performed using simulated patient sot ware. Determine the instructions for treatment to be issued for to a simulated patient with a neurological or psychiatric problem and what information about the effects and side effects have to be given to him/her. 5. Demonstrate effective management of a simulated patient with neurological and psychiatric problems and draft a diagnostic and or treatment plan with description of different treatment modalities. Draft a plan for diagnosis and or treatment. Recognize the main therapeutic issues. **Values** 1. Employs skills for communicating information, negotiation and taking charge; considering different human behaviors under various condition and different somatic, psychological and social conditions 2. Accurately elicit relevant information and perspectives from patients (simulated or simulated software) and other professionals. The elicited information should consider current physical and psychological problems, prior medical , psychological and social circumstances 3. Communicated effectively with third parties than health professionals. 4. Integrate knowledge of one's role with knowledge about the roles of generalist and specialist physicians and other health professionals, in order to appropriately establish and achieve patient and or patient support goals (role clarification) 5. Describe effectively and appropriately apply the principles of team work dynamics and leadership process to enable and support effective group collaboration. 6. Employ information and communication technologies to acquire, organize and apply information for the purposes of patient and population care, scholarly inquiry, self-directed learning and collaborative knowledge exchange. 7. Maintain a work leadership and administrative skills with stress on life balance skills and time management skills in academic and clinical settings.

Assessment Tools	☐ Periodic Exams	%	☐Short Exams OSPE	٣٠%	☐Final Exam	60%
	☐Individual Assignments Continuous Assessment (Practical, CST) 16+2	١٨	☐Group Assignments	٤%	☐Oral Participations	15%

Main Reference	▪ Psychiatry, Geddes, 4th edition. ▪ Fundamentals of neurology, Mumenthaler ▪ Skolnik: essentials of global health, 1st edition. ▪ Jorde: textbook of medical genetics, 4th edition. ▪ Hengeveld: English translation of leerboek psychiatry ▪ Lang: ophthalmology "a pocket textbook atlas", 2nd edition. ▪ Behrbohm: Ear nose and throat ▪ British national formularum 61st edition. ▪ Singer & Viens (2008) The Cambridge Textbook of Bioethics. ▪ Veening, Gans & Kuks (2009). Medial Consultation. ▪ Clinically Oriented Anatomy by Keith Moore (7th Edition) ▪ Atlas of Anatomy by Gilroy (2nd Edition ▪ Guyton (2011), Medical Physiology.

Supporting References	The Merck Manual of Diagnosis and Therapy Publisher: Merck & Co, most recent edition can be found on internet (http://www.merckmanual.nl/) **Elective material:** English translation of Kuck's neurology text book Revealing the genetic basis of multiple sclerosis: are we there yet?. Sergio E Baranzini: Available online at www.sciencedirect.com What Genome-wide Association Studies Can Do for Medicine Kaare Christensen, M.D., Ph.D., and Jeffrey C. Murray, M.D., www.nejm.org at HHS LIBRARIES CONSORTIUM PBL Causes / RUG. Other learning material such as computer-based programs/CD, professional standards or regulations and software. SPSS