

Course Specifications

Course Title:	Block 1.4 Mind and Motion
Course Code:	1000104
Program:	Bachelor of Medicine and Bachelor of Surgery
Department:	Clinical Neurosciences
College:	College of Medicine
Institution:	King Faisal University

Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	4
C. Course Content	5
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students	7
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities.....	8
1.Learning Resources	8
2. Facilities Required.....	9
G. Course Quality Evaluation	10
H. Specification Approval Data	10

A. Course Identification

1. Credit hours: 6			
2. Course type			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: First Year			
4. Pre-requisites for this course (if any): none			
5. Co-requisites for this course (if any): All first year courses			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	100	100
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
		Contact Hours
1	Lecture	44
2	Laboratory/Studio	56
3	Tutorial	
4	Others (specify)	
	Total	100
Other Learning Hours*		
1	Study	204
2	Assignments	16
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	220

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

Learn the fundamental concepts of Health Psychology and Communication Skills. Explore the psychosocial aspects that play an important role in medical treatment and patient care. Practice conversation skills, namely greeting, asking questions (open as well as closed questions), paraphrasing, showing empathy, making things specific and summarizing.

2. Course Main Objective

1. Learn about the mechanisms through which psychological and social factors might influence physical health.
2. Learn about the role of behavior in health risks and outcomes and about prevention and intervention efforts in health behaviors
3. Learn about evidence for the roles of central psychosocial constructs, such as stress, coping, personality, and social support, in health risks and outcomes.
4. Learn about patterns of health behavior and disease risk in Saudi Arabia and about specific health problems that are common in developing countries.
5. Use communication skills effectively in medical consultation to perform the first three steps of medical consultation.
6. Describe general anatomy of bones and joints and gross anatomy of vertebral column, upper and lower limb bones, joints and muscles responsible for movements of related joints.
7. Describe anatomy of vertebral column with attention to curvatures, vertebrae, movements and clinical aspect.
8. Anatomy of hand and foot
9. Recognize a collapsed patients and Provide early BLS to collapsed victims, while waiting for an AED or EMS to arrive at the scene of the accident
10. Recognize adult choking and Providing care to choked victims
11. Identify the general classification of the endocrine system and describe the hormones secreted by each gland.
12. Describe drugs acting on central nervous system and pharmacology of corticosteroids

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Describe the components of the field of Health Psychology, models of health and disease including the biomedical and biopsychosocial and the roles of central psychosocial constructs.	K1
1.2	Differentiate developmentally normal behavior from psychological problems in human beings.	K2
1.3	Describe classification of bones and joints, enumerate muscles responsible for movements of related joints and recognize curvatures of vertebral column.	K1
1.4	Explain the relationship between the activation of hypothalam-pituitary-adrenocortical axis and development of certain psychological disorders.	K1
2	Skills :	
2.1	Predict the clinical importance of vertebral column including disc herniation, dislocation and fracture and compare the pectoral girdle with pelvic girdle and state the similarities and differences between them.	S1

CLOs		Aligned PLOs
2.2	Perform movements at joints of upper limb and lower limb to understand axes and planes and examine and feel structures in prosected cadaver parts of upper limb and lower limb	S1
2.3	List the 7 steps of medical consultation and differentiate between the two tracks of medical consultation, communication theories and its value for the physicians.	S7
3	Competence:	
3.1	Explain the importance and goals of BLS, check for normal breathing, central pulse, victim's responsiveness and perform back blows and abdominal thrusts (Heimlich maneuver).	C1
3.2	Show appropriate behavior with colleagues according to ethical standards.	C6
3.3	Demonstrate forms of collaborative behavior of working in groups in practical sessions and show a safe and effective professional relationship in dealing with other fellows and staff members.	C4

C. Course Content

No	List of Topics	Contact Hours
1	Body and Mind	17
2	Communication in the Medical Setting	17
3	Changing Health Behavior	18
4	Life Style Change	10
5	Illness Perception	14
6	Adapting to Illness	13
7	Psychological Care in the Medical Setting	9
8	How Do I Become a Good Doctor	2
Total		100

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Describe the components of the field of Health Psychology, models of health and disease including the biomedical and biopsychosocial and the roles of central psychosocial constructs.	1.Theme lectures 2. Patient Lectures 3. Tutor sessions 4. Response sessions	1. Written assessment: Closed and Open Book MCQs 2. Tutor Group assignments 3. Evaluation form
1.2	Differentiate developmentally normal behavior from psychological problems in human beings.	1.Theme lectures 2. Patient Lectures 3. Tutor sessions 4. Response sessions	1. Written assessment: Closed and Open Book MCQs

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			2. Tutor Group assignments 3. Evaluation form
1.3	Describe classification of bones and joints, enumerate muscles responsible for movements of related joints and recognize curvatures of vertebral column.	1. Theme lectures 2. Practical classes	1. Written assessment (closed and open MCQs) 2. OSPE
1.4	Explain the relationship between the activation of hypothalamus-pituitary-adrenocortical axis and development of certain psychological disorders.	1. Theme lectures 2. Patient Lectures 3. Tutor sessions 4. Response sessions	1. Written assessment: Closed and Open Book MCQs 2. Tutor Group assignments 3. Evaluation form
2.0	Skills		
2.1	Predict the clinical importance of vertebral column including disc herniation, dislocation and fracture and compare the pectoral girdle with pelvic girdle and state the similarities and differences between them.	1. Theme lectures 2. Practical classes	1. Written assessment (closed and open MCQs) 2. OSPE
2.2	Perform movements at joints of upper limb and lower limb to understand axes and planes and examine and feel structures in prosected cadaver parts of upper limb and lower limb	1. Theme lectures 2. Practical classes	1. Written assessment (closed and open MCQs) 2. OSPE
2.3	List the 7 steps of medical consultation and differentiate between the two tracks of medical consultation, communication theories and its value for the physicians.	1. Patient lectures 2. Communication skills training sessions	1. Patient lecture feedback form 2. Student Feedback form 3. Evaluation form 4. Written assessment (open book MCQ)
3.0	Competence		
3.1	Explain the importance and goals of BLS, check for normal breathing, central pulse, victim's responsiveness and perform back blows and abdominal thrusts (Heimlich maneuver).	1. Practical training session	1. Checklists
3.2	Show appropriate behavior with colleagues according to ethical standards.	1. Patient lectures. 2. Tutor group sessions	1. Evaluation forms 2. Checklists

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		3. communication skills training sessions 4. Practical workshops	3. Feedback forms
3.3	Demonstrate forms of collaborative behavior of working in groups in practical sessions and show a safe and effective professional relationship in dealing with other fellows and staff members.	1. Patient lectures. 2. Tutor group sessions 3. communication skills training sessions 4. Practical workshops	1. Evaluation forms 2. Checklists 3. Feedback forms

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Tutor group Dynamic	3&7	5%
2	Tutor group assignments	2,7,8	10%
3	Basic life support	3,4	4%
4	Communication skills evaluation forms	1,2,3,4,6,7	9%
5	Histology workshops	1,2,4,6	4%
6	Anatomy workshops	2,3,4,5	2%
7	Anatomy practical exam	7	6%
8	1.4.1	5	20%
9	1.4.2	9	40%
10	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
2. Subject experts involved in teaching activities are available during their office hours 2-4 hours / week for academic support and counseling for students.
3. Faculty members involved in the courses of block 1.4 provide ongoing support during practical work
4. Students are able to contact subject experts through phone, mobile, and emails.
5. Professional behavior of students is monitored in small group sessions and support is given through oral feedback for improvement.
6. Regular meetings are arranged with block coordinator and the representatives for discussing and resolving any problem.
7. Administrative meeting with all students for support and solving any problem
8. Meeting with poor performance students regularly was done by block committee members for their advice and improvement in their performance.
9. Meeting with poor attendance students regularly was done by block committee members for their advice and improvement in their attendance rate.

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<ol style="list-style-type: none"> 1. Carlson NR, Miller H, Heth CD, Donahoe JW, Martin GN. <i>Psychology: The Science of Behaviour</i>. 7th ed. Boston: Pearson Education, Inc; 2019. 644 p. 2. Morrison V, Bennett P. <i>An Introduction to Health Psychology</i>. 3rd ed. England: Pearson Education Limited; 2012. 614 p. 3. Singer PA, Viens AM. <i>The Cambridge Textbook of Bioethics</i>. Cambridge, Newyork: Cambridge University Press; 2008. 554 p. 4. Veening EP, Gans ROB, Kuks JBM. <i>Medical Consultation</i>. Groningen: University of Groningen, Adoption of UoG Medical Curriculum; 2009. 5. Moore KL, Agur AM, Dalley AF. <i>Clinically Oriented Anatomy</i>. 7th ed. Philadelphia: Lippincott Williams & Wilkins; 2014. 1134 p. 6. Rang HP, Dale MM, Ritter JM, Flower RJ, Henderson G. <i>Rang & Dale's Pharmacology</i>. 7th ed. London: Elsevier Churchill Livingstone; 2012. 777 p. 7. Mescher AL. <i>Junqueira's Basic Histology: Test & Atlas</i>. 13th ed. New York: McGraw-Hill; 2013. 544 p. 8. Hall JE, Guyton AC. <i>Guyton and Hall Textbook of Medical Physiology</i>. 13th ed. Philadelphia: Saunders; 2010. 1120 p
<p>Essential References Materials</p>	<ol style="list-style-type: none"> 1. Mind and Motion. Student Manual for Tutor Groups. Groningen: University of Groningen, Adoption of UoG Medical Curriculum; GMCA 2012. 2. Mind and Motion. Tutor Manual. Groningen: University of Groningen, Adoption of UoG Medical Curriculum; GMCA 2012. 3. Mind and Motion. Medical Communication skills Manual. Groningen: University of Groningen, Adoption of UoG Medical Curriculum; GMCA 2012. 4. Adult Basic Life Support and Choking. BLS Manual. Department of Biomedical Sciences. Al Ahsa: King Faisal University; 2018. 5. Handbook of Medical Ethics. Medical Ethics Committee. College of Medicine. Al Ahsa: King Faisal University; GMCA 2012. 6. Block 1.4 Anatomy Practical Manual. Department of Biomedical Sciences. Al Ahsa: King Faisal University; 2018. 7. Block 1.3 Manual for Practical Histology. . Department of Biomedical Sciences. Al Ahsa: King Faisal University; 2018.
<p>Electronic Materials</p>	<ol style="list-style-type: none"> 1. Stanford Encyclopedia of Philosophy [Internet]: Stanford: Howard Robinson; 2003. Dualism; [substantive revision Mon Feb 29, 2016] Available from: https://plato.stanford.edu/entries/dualism/ (focus on : The mind-body problem and the history of dualism). 2. Stanford Encyclopedia of Philosophy [Internet]: Stanford: Dominic Murphy; 2003. Concepts of Disease and Health; [substantive revision Thu Jan 22, 2015] Available from https://plato.stanford.edu/entries/health-disease/ 3. Tomorrow's Doctors [Internet]. GMC 2009. Code of ethics for Healthcare Practitioners. 4. Szigethy E. "Burnout": Strategies to Prevent and Overcome a Common—and Dangerous—Problem. <i>Psychiatric Times</i> [Internet].

	<p>2014 May; 31(5): Available from: https://www.psychiatrictimes.com/burnout-strategies-prevent-and-overcome-common-and-dangerous-problem</p> <p>5. Romani M, Ashkar KJ. Burnout among physicians. Libyan Journal of Medicine [Internet]. 2014 February; 9(1): https://www.researchgate.net/publication/260373809_Burnout_among_physicians</p> <p>6. Smith MS, Segal MAJ, Robinson L. Burnout Prevention and Treatment Health Guide. [Internet]. 2014 October. Available from: https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm?pdf=11826</p>
Other Learning Materials	

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>For Patient Lectures, theme lectures and concluding lectures: Auditorium: equipped with proper seating for all students at the same time. It is equipped with computer and data show and all requirements for lecturing.</p> <p>2. For small groups teaching sessions: A. PBL rooms: small rooms in both male and female sections. Each room is equipped with the following:</p> <ol style="list-style-type: none"> 1. A big table with 12 chairs. 2. White board and its markers. 3. Computer and data show. 4. Internet facilities. 5. Flip chart. 6. Lockers <p>B. Portable building: contains 4 rooms. Each room is equipped with the following:</p> <ol style="list-style-type: none"> 1. A big table with 12 chairs. 2. White board and markers. 3. Computer and data show. 4. Internet facilities <p>3. For Workshops: a. Labs</p> <ul style="list-style-type: none"> - Anatomy lab: equipped with cadavers, models, data show, internet connection, LCDs and proper number of tables and seats - Histology lab: equipped with microscopes, data show, internet connection, LCDs and proper number of seats.

Item	Resources
	Teaching halls: equipped with adequate seats, computer, data show, white board and markers, internet connection and LCDs. The wireless network is available in all the previous accommodations.
Technology Resources (AV, data show, Smart Board, software, etc.)	2. Technology resources (AV, data show, Smart Board, software, etc.) The computer lab equipped with data show, white board and proper number of computers. Wireless internet is available.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Labs are equipped with microscopes, data show, LCDs and proper seats. All Study material are available. Wireless internet is available in all labs.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course Objectives, Content and Learning Outcomes	Curriculum Committee	Course Review Course Report
Effectiveness of teaching	Faculty Students	Classroom Observation (QMS Annex O and P) Course Evaluation Survey (QMS Annex B)
Achievement of course learning outcomes	Course Faculty	Moderation (QMS Annex G and Annex H)
Assessment	Course faculty	Verification
Learning Resources and Facilities	Students Faculty	Course Evaluation Survey Course Report
Student Academic Counseling and Support	Students	Course Evaluation Survey
Course Quality Management	Program Coordinator	Course Report Review

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	College Council
Reference No.	2

Date	September 24, 2019
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