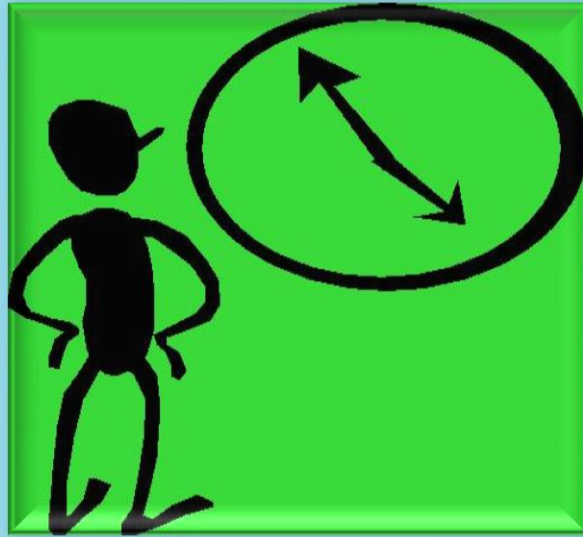




King Saud University
College of Medicine
Medical Education Department



Learning Skills

COURSE BOOK AND STUDENT GUIDE

(Academic year 1434-1435)

College of Medicine, King Saud University

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WELCOME ADDRESS

Dear Students,

We are pleased to welcome you in the college of Medicine, Learning Skills.

We hope you will find this course both useful and enjoyable.

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GENERAL INFORMATION

Course Title: Learning Skills

Course Code & Number: SKLL 101

Credit Hour: 2

Course Duration: 12 weeks

Course Dates: 1st of September to 30th of November

Course Committee

Dr. Hamza Abdulghani	Chairman
Dr. Mahmoud Salah	Member
Dr. Farah Ahmad	Member
Dr. Mohd. Irshad	Member

Introduction and course description:

The learning skills are critical determinants of success in a learner-centered model. It is important for medical students to develop the sound of learning habits which will help them to successfully continue in their professional life. These habits include the identification of their learning needs, selection of what to learn as well as reflect on their learning experience. It is essential to familiarize students with the university environment and enable them reach to an optimum level of the attitude, knowledge and skill required for the profession.

This "learning skills" course aimed to facilitate the process of the transition of the students into academic teaching and learning culture through specific learning skills and self motivation to succeed in their academic studies.

Goals and Objectives of the Learning Skills' Course

By the end of the course the students must be able to:

- Be familiar with university, academic organization and student support systems.
- Outline the educational approach at the College.
- Utilize available resources effectively.
- Identify principles of adult learning.
- Identify different learning styles, and explain their own styles.
- Improve skills of reading for understanding and comprehension.
- Explain the concepts, principles and practice the process of learning in small group.
- Explain group dynamics and behavior that affect the group process.
- Create learning objectives that are reasonable and obtainable for his learning plan.
- Take responsibility about their learning as an independent learner.
- Enumerate the principles of evidence-based practice and demonstrate the skill of information gathering and management.
- Manage their time and set his priorities.
- Communicate effectively with patients and their peers
- Demonstrate professional behavior expected from medical students.
- Recognize symptoms of stress and develop the ability to handle their stress and anxiety appropriately.
- Describe the different methods of self, peers, tutors and program evaluation.

Teaching and Learning Modes:

In an integrated curriculum like our curriculum, we use a wide range of teaching and learning strategies to ensure that learning meets the different needs of the students. These strategies include:

- Small group discussion; role play, video presentation
- Tutorial/seminars
- Lectures/exercise
- Including learning portfolio which is a proved tool to help the students to integrate their learning and increases the students' responsibility for managing their own learning and finding learning opportunities and developing their patents.

Contents and specific objectives

A) Contents

1. Orientation to curriculum content, regulation student support system and resource utilization.
2. Rationales and principles of learning in a small group.
3. Process of problem/case-based learning. Role of a tutor and other group members
4. Introduction to evidence-based medicine and information gathering and management.
5. Deep v/s superficial learning.
6. Professional medical students.
7. Self-directed learning skills and construction of learning issues.
8. Learning skills in the class room.
9. Presentation skills.
10. Communication skills.
11. Time management.
12. Stress management.
13. Introduction to student's assessment and how to prepare for examinations.
14. Program evaluation and constructive feedback.

B) Specific Objectives of each session:

Session-1, 2 & 3: (Introductory lectures)

- 1. Orientation To Curriculum Contents, Regulation Student Support System And Resource Utilization,**
- 2. Introduction To The Learning Skills Course &**
- 3. Blackboard Training**

By the end of the session the students should be able to:

1. Explore their expectation to participate in making the course more towards student-centered
2. Demonstrate the understanding of the description, key topics and the main theme of the course.
3. Explore and clarify their concerns about the course and the courses.
4. Localize different facilities available for them like students' support system, library, internet access, cafeteria and so forth.
5. Enumerate the different section in library which will help them in using library
6. Apply the searching abilities to search some topics or subject in medical data- base.

Session-4: Become a PBL Student Year 1

Themes of the topic:

1. The characteristics of the PBL student.
2. The role of the student in the reformed curriculum.
3. The responsibilities of the student in teaching.

By the end of the session the students should be able to:

1. Explain the rationale of learning in a small group
2. Enumerate the principles of small group.
3. Explain the dynamic of small.
4. Identify their roles in a small group.
5. Demonstrate the ability to conduct their roles effectively.
6. Use communication skills effectively to maintain group dynamics.
7. Develop skills in working as a team.

Session-5: Learning how to learn

Themes of the topic:

1. Learning principles.
2. Difference between secondary school and undergraduate teaching and learning.
3. Types of learning.
4. Application of learning principles to our daily learning activities.

By the end of the session the students should be able to:

1. To define “Learning” & learning principles.
2. To compare and contrast undergraduate versus secondary school learning.
3. To identify different types of learning
4. To apply these learning principles to our daily learning activities.

Session-6: Time Management:

Themes of the topic:

1. Importance of time management.
2. Time wasters.
3. Planning our schedule effectively.
4. Procrastination identification and tackling

By the end of the session the students should be able to:

1. Identify the importance of TM
2. Plan our schedules effectively
3. Enumerate Time wasters
4. Identify procrastination signs & tackle it

Session-7: Introduction to Evidence-based Medicine (EBM)

Themes of the topic:

1. What is EBM and why is it important?
2. What are the Skills needed for EBM practice?
3. Application of EBM in clinical practice.

By the end of the session the students should be able to:

1. Demonstrates an understanding of evidence-based approach.
2. Use all research sources of EBM data-base.
3. Differentiate between primary and secondary data sources.
4. Demonstrate the positive attitudes towards its application to daily clinical practice.

Session-8: DR - PT COMMUNICATION SKILLS: GENERAL PRINCIPLES

Themes of the topic:

1. Principles of communication.
2. Special issues in Dr.- Pt. communication.
3. Active versus passive communication.
4. Body language.

By the end of the session the students should be able to:

1. To know and understand the principles of effective communication.
2. Differentiate between active and passive communication.
3. Demonstrate the ability to effectively use verbal, non-verbal communication and body language.
4. Application with some scenarios/pre-recorded video of communication skills by analyzing and giving comments and feedback.
5. Role play &/or record their own video in safe environment, in small group and give and receive feedback by peers and tutors.

Session 9: Stress Management

Themes of the topic:

1. Definition, mechanism and types of stress.
2. Stress and health
3. Stress management strategies.

By the end of the session the students should be able to:

1. Define stress
2. Identify the types of stress
3. Explain the mechanisms of stress
4. Identify the relation of stress and our health
5. Enumerate the stress management strategies

Session-10: Professionalism & Ethics in Medical Education

Themes of the topic:

1. Definition.
2. Professional and unprofessional behaviors.
3. How professionalism can be taught, learned and assessed?

By the end of the session the students should be able to:

1. Define Professionalism.
2. Identify some professional & unprofessional behaviors.
3. To know and be familiarize with the importance of Professionalism & Ethics in the curriculum.

Session-11: Introduction to Medical Search Using Medline

Themes of the topic:

1. What are the objectives and methods of literature search?
2. What are the electronic journals?
3. What is database management?

By the end of the session the students should be able to:

1. Objectives of literature search
2. Methods of finding relevant literature?
3. To be familiarize with Electronic Journals (Features/Advantages)
4. To use the Database management (Reference Manager)

Assessment of students & course evaluation:

Introduction of learning portfolio at the beginning will be an important step for evaluation of overall progress of students.

Assessment Methods and scores will be applied through Portfolio (see the guidelines in *appendix 1*) in

Assignment I 40% (Time Management)

Assignment II 60% (30% + 30%) (Any two of the Remaining 7 Topics)

Course Evaluation

The course evaluation uses the following three data sources:

1. Student Feedback
2. Tutor Feedback
3. Student Results

Prescribed book:

2. Hmeo-Silver, C. E. & Barrows, H.S. (2006) Goals and strategies of a problem-based learning facilitator. *Interdisciplinary Journal of Problem-based Learning*, 1. 21-39.
3. Azer SA (2008). *Navigating Problem-based learning*. Sydney: Elsevier.

Recommended Resources:

1. Schmidt HG: Foundations of problem-based learning: some explanatory notes. *Medical Education* 27:422-432, 1993
2. Sweller, J., Van Merriënboer, J., & Paas, F. (1998). "Cognitive architecture and instructional design". *Educational Psychology Review* 10: 251-296
3. Barr RD and Tagg J: From teaching to learning- a new paradigm for undergraduate education. *Change*, Nov/Dec. 1995: 13-25 (also available online at <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>)
4. Abbat & Abbat. *Teaching for better learning*. 2nd edition. 1992. WHO Publication. ISBN: 9241544422.
5. Hmelo-Silver, C.E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16, 235-266.
6. Armstrong E: A hybrid model of problem-based learning. In: Boud D and Feletti G (editors): *The challenge of problem-based learning*, 137-149. London, Kogan Page, 1991
- 7.



KING SAUD UNIVERSITY
COLLEGE OF MEDICINE
DEPARTMENT MEDICAL EDUCATION

Appendix 1

ASSIGNMENTS
STUDY SKILLS COURSE
“STUDENT PORTFOLIO GUIDE”

Dear Students,

We hope that you will enjoy in the “Foundation Course” in your first year of Medical College. You were also introduced to an interesting new course called “Learning Skills” in the first term and now we would like you to apply and assess yourself on the different topics which were taught. The assessment of this course (as it was discussed earlier) is about writing the “Portfolios”. For each topic you need to write how well you have understood the topic and how you have applied these skills in your practical life.

What are portfolios?

A portfolio is a collection of student’s work, which provides evidence of achievement of knowledge, skill, appropriate attitudes & professional growth, through a process of self-reflection over a period of time.

Reason for using portfolios for assessment purpose include the impact they have in driving student learning and their ability to measure outcomes such as professionalism that are difficult to assess using traditional methods

The following topics will be discuss in the course.

INTRODUCTORY LECTURES

1. INTRODUCTION TO THE REFORMED CURRICULUM
2. INTRODUCTION TO THE LEARNING SKILLS COURSE
3. BLACKBOARD TRAINING
4. **TIME MANAGEMENT (MIDTERM)**

Final exam (2 Assignments from any two of the Remaining 7 Topics)

5. HOW TO LEARN: GENERAL PRINCIPLES
6. INTRODUCTION TO EVIDENCE – BASED MEDICINE (EBM)
7. BE A COMING A PBL STUDENT (YEAR 1)
8. DR - PT COMMUNICATION SKILLS: GENERAL PRINCIPLES
9. STRESS MANAGEMENT
10. PROFESSIONALISM IN MEDICAL EDUCATION
11. INTRODUCTION TO MEDICAL SEARCH USING MED-LINE

“Along with the final assignments every student should complete and submit the questionnaire of three pages given in the end of log book. Without completion and submission of the questionnaire the assignments will not be considered complete.”

Please write under each topic briefly (approx. 250 to 400 words) according to the task that has been described under each topic with the following Guidelines:

1. All the completed “Portfolio” assignments should be submitted in English using computer word processor.
2. **The Deadlines for submission for the first assignment is 22/10/2013 (Time Management) and**
3. **The Deadlines for submission for the second assignment is 08/12/13 from two topics (rest of seven topics-**
 - **How To Learn: General Principles,**
 - **Introduction To Evidence – Based Medicine (EBM),**
 - **Becoming A PBL Student Year1,**
 - **Stress Management,**
 - **DR - PT Communication Skills: General Principles**
 - **Professionalism In Medical Education,**
 - **Information Gathering: Searching Internet For Medical References)**
4. **All the male and female students will submit the assignments to**
Mr. Sahir Al Otaibi, (level III),
Secretary, Department of Medical Education,
College of Medicine, KSU
5. But you can submit all topics on the first date or even before.
6. Good quality, well written assignments are expected from you, which will help you get higher grades in the evaluation.
7. Evaluation of your Portfolio Assignments will be based on the following criteria

Criteria for portfolio assessment:

Marking rubric for portfolio entries

Grade	Presentation and Format	Contents and Teaching Philosophy	Reflection/Critique
Distribution of Marks	20%	40%	40%
<ul style="list-style-type: none"> Excellent (90-100) 	Portfolio contains a cover page with name and contact information, dividers are visible and readable: Table of contents directs reader to each section	All required items are included with a significant number of additions. The student is able to describe an educational vision about the topic with a clear philosophy. No grammatical or spelling errors.	<ul style="list-style-type: none"> The student is able to give relevant examples from his/her own experience and how they have improved their work/learning based on the learning of the topic. The student has also given concrete evidence of application of the gained knowledge, from their own experience. Reflections illustrate the ability to effectively critique work and to suggest constructive practical alternatives.
<ul style="list-style-type: none"> Very Good (75-89) 	Portfolio contains a cover page with name and contact information but some dividers are missing with an incomplete table of contents.	All required items are included with a few additions; the student is not able to explain his philosophy about the topic adequately. And there are a few grammatical/spelling errors	<ul style="list-style-type: none"> The student has given relevant examples from his/her practical life and has explained the application of that example too with some evidence. Reflection illustrates the ability to critique work and to suggest constructive practical alternative.
<ul style="list-style-type: none"> Good (60-74) 	Portfolio contains a cover page but lacks clarity and some elements are missing.	All required items are included but no additions. Vague philosophy about the topic presented. Many grammatical /spelling errors	<ul style="list-style-type: none"> The student has given relevant examples from his/her practical life but is unable to explain the application of that example properly with incomplete evidence of application of knowledge. Reflections illustrate an attempt to critique work and to suggest alternative.
<ul style="list-style-type: none"> Poor (59-40) 	The cover page is missing with a disorganized table of contents	A significant number of required items are missing. The student has not presented his/her own philosophy about the topic. Numerous grammatical/spelling errors.	<ul style="list-style-type: none"> Student has given irrelevant/remotely relevant examples. And absolutely no evidence of application of the knowledge gained. Reflection illustrates a minimal ability to critique work.

TOPIC - 1: HOW TO LEARN: GENERAL PRINCIPLES

TASK:

Write briefly (250 to 400 words):

1. How you have applied these principles to your daily work? Give examples.
2. What are your learning strategies, after attending the session and what changes have taken place in applying these principles? Give one or two examples from your own experience.

TOPIC - 2: Learning in Small Groups, Principles and Process.

TASK:

Write briefly (250 to 400 words):

1. What are the advantages and disadvantages of learning in a small group?
2. Reflecting on all the 8 Small group teaching sessions which were conducted in this course, write your suggestions briefly on how we can improve these activities in the coming courses.
3. Based on your experience of small group teaching session, did you find it better than the lecture sessions?

TOPIC - 3: TIME MANAGEMENT

TASK:

Briefly write (250 to 400 words)

1. What are the causes of procrastination? Talk about your own experience and how you tackle them?
2. What are your strategies of time management, after taking the session?
Briefly describe the changes in your daily work, talking about 1-2 of your own experiences.
3. Make a comparison of one week time table for high school, preparatory year and first year in medical college (present year), in your daily schedule.

TOPIC - 4: INTRODUCTION TO EVIDENCE – BASED MEDICINE (EBM)

TASK:

1. Briefly describe why EBM is becoming an important & essential part of clinical practice?
2. What are the difficulties or problems we face as health care workers in the application of these important skills and how can we solve them?

TOPIC – 5: Becoming a PBL student Year1

TASK:

Write briefly (250 to 400 words):

1. What are the responsibilities of the student in teaching?
2. Reflecting on the role of the student in the reformed curriculum
3. Based on your experience what are the differences between the students' role in PBL Vs the traditional curriculum?

TOPIC - 6: DR - PT COMMUNICATION SKILLS: GENERAL PRINCIPLES

TASK:

Briefly write (250 to 400 words) about:

What are the essential skills in Dr-Pt communication? Can we apply these skills in communication with people other than the pts? Talk about your experience.

TOPIC – 7: STRESS MANAGEMENT

TASK:

Briefly write (250 to 400 words): about the followings:

1. Discuss the reasons why we the health care workers are exposed to more stress than others?
2. How you have applied the stress management skills to your daily life? Give one or two examples from your real life experience.

TOPIC - 8: PROFESSIONALISM IN MEDICAL EDUCATION

TASK:

Briefly write (250 to 400 words) about the following:

1. You may have observed many un-professional behaviors particularly in a classroom from the students' perspective. Why do you think they are un-professional? Explain briefly by giving some examples.
2. Talk about a personal experience that you changed after realizing that it was unprofessional.

TOPIC - 9: Information Gathering, Searching Internet for Medical References.

TASK:

Briefly write (250 to 400 words) about the following:

1. What is the significance of learning a good search strategy on the websites of Medical literature?
2. Do the search for a relevant topic on the net according to the guidelines that were provided in the presentation and describe the steps including the pages you have gone through during your search?

Learning Skills Course (Sk1101) (Schedule)

Week	Lecture title	Group	Date	Time	Lecturer
1	Introduction to learning skills course	Male A	Monday 2 September 2013	9-10am	Dr. Hamza Abdulghani
		Male B	Wednesday 4 September 2013	10-11am	
		Female	Monday 2 September 2013	8-9am	Dr. Farah Ahmad
2	Introduction to the reformed curriculum	Male B	Monday 2 September 2013	1-2pm	Dr. Hamza Abdulghani
		Male A	Tuesday 3 September 2013	11am-12pm	
		Female	Wednesday 4 September 2013	10-11am	Dr. Farah Ahmad
3	Blackboard Training	Female	Tuesday 3 September 2013	1-2pm	Eng. Ayah Fayyad
		Male B	Wednesday 4 September 2013	11am-12pm	Mr. Diab Mahmoud
		Male A		1-2pm	
4	Becoming a PBL student Year 1	Male B	Monday 2 September 2013	8-9am	Prof. Samy Azer
		Female		10-11am	
		Male A	Tuesday 3 September 2013	10-11am	
5	Time management	Male A	Monday 9 September 2013	1-2pm	Dr. Mahmoud Salah
		Male B	Tuesday 10 September 2013	1-2pm	
		Female	Thursday 12 September 2013	11am-12pm	Dr. Farah Ahmad
6	Learning how to learn- General principles	Male A	Sunday 15 September 2013	9-10am	Dr. Hamza Abdulghani
		Male B		1-2pm	
		Female	Monday 16 September 2013	11am-12pm	Dr. Noura Rowais

7	Introduction to Evidence-based medicine	Male A	Wednesday 18 September 2013	8-9am	Dr. Yaser Adi
		Male B	Thursday 19 September 2013	9-10am	
		Female	Thursday 19 September 2013	9-10am	Dr. Hayfaa Wahabi
8	Stress management	Male B	Thursday 3 October 2013	10-11am	Dr. Mahmoud Salah
		Male A		11am-12pm	
		Female	Thursday 3 October 2013	9-10am	Dr. Nehal Khamise
9	Information Gathering: searching Internet for Medical References	Male A	Tuesday 22 October 2013	11am-12pm	Dr. Yaser Adi
		Male B		1-2pm	
		Female	Tuesday 22 October 2013	11am-12pm	Dr. Lubna Al-Ansary
10	Professionalism in Medical Education	Male A	Wednesday 6 November 2013	8-9am	Dr. Amr Jamal
		Male B		9-10am	
		Female	Wednesday 6 November 2013	10-11am	Dr. Nada Al-Yousefi
	Doctor – Patient Communication General principles	Male A	Wednesday 6 November 2013	10-11am	Prof. Sulaiman Al Shammari
		Male B		11am-12pm	
		Female	Wednesday 6 November 2013	11am-12pm	Dr. Noura Rowais

Male A : Venue : Lecture Hall 1 , New Building Level 1

Male B : Venue : Lecture Hall 2 , New Building Level 2

Female : Venue : Hall No. 1 , 3rd floor , Female Academic Center

Dear Students,

It is a general survey about the course and a part of portfolio (assignment) without the submission of the form your portfolio (assignment) will be considered incomplete. It is used for the improvement of the course and research purpose. Please choose the most appropriate answer by ticking (✓) it.

Thanks

1. Date _____ 2. Age _____ Years 3. Gender: M _____ F _____ 4. Student's ID _____ 5. Parent's Occupation: _____ Specify

		Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
6	I know about this course before entering in the medical college.					
7	I think that the time of introduction of "Learning Skill course" is necessary (in the beginning of M.B.B.S.).					
8	I think that "Learning Skill course" is helpful in establishing the foundation of medical studies?					
9	What do you think about this course?					
	Helpful in improving GPA					
	Waste of time					
	Helpful for other subjects					
	Motivational (Helpful to improve your abilities)					
10	I think that the duration of the course (2 months) is enough.					
11	I think that the objectives of this course easily understandable.					
12	Lectures helped me to understand the subject of "Learning Skill".					
13	Learning outcomes of this course were clearly indicated.					
14	Adequate opportunities for questions and discussion during class time.					
15	During the lectures resources/ technology is effectively used (e.g., Web CT, audio-visual presentations,					

	PowerPoint presentations, email).					
16	The general climate in this course was good for learning.					
17	There was a collaborative atmosphere in this course.					
18	The evaluation methods used in this course were fair and appropriate.					
10	If Disagree what will be the evaluation methods, specify? Quizzes _____, MCQs _____, Short answer questions _____, Essay _____, Group presentations _____, Teacher's feedback _____					
20	The learning activities were well integrated into the course.					
21	There was close agreement between the stated course objectives and what was actually covered.					
22	The requirements of the course (projects, papers, exams) were adequately explained.					
23	The physical facilities provided for this course were appropriate (e.g. classroom/lab space, structure, furnishings etc).					
24	The recommended materials (e.g., lectures, prescribed books and prescribed scientific papers) contributed to learning the subject matter.					

25. The thing which you like about the course?

26. The thing which you dislike about the course?

27. Do you have any suggestions to improve the course?

*Partially adopted from <http://www.websurveymaster.com/t/66/N>

View about the contents of course

S.No.	Session	Knowledge prior to the session (class)					Knowledge gained after the session (class)					Knowledge essential for the medical profession				
		Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
1.	Curriculum contents															
2.	Communication skills															
3.	English proficiency is required															
4.	Learning how to learn															
5.	Time Management															
6.	Learning in small groups															
7.	Become a PBL Student Year 1															
8.	Introduction to Evidence-based Medicine (EBM)															
9.	Stress Management															
10.	Professionalism & Ethics in Medical Education															
11.	Information Gathering, Searching Internet for Medical References (Literature search)															