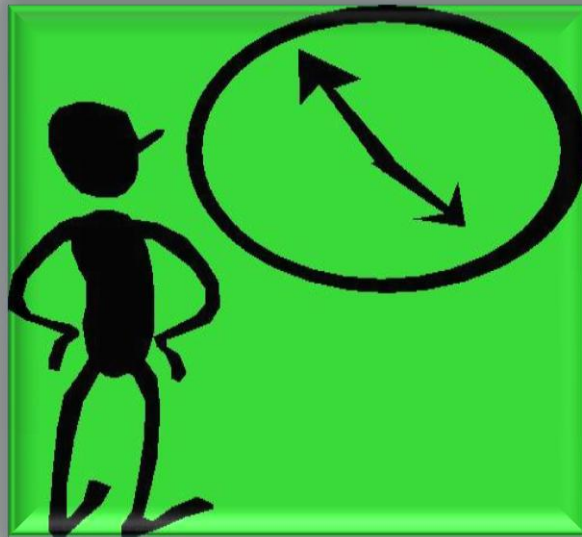




**King Saud University**  
**College of Medicine**  
**Medical Education Department**



# **Learning Skills**

## **COURSE BOOK AND STUDENT GUIDE**

(Academic year 1435-1436)

*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: 1<sup>st</sup> of September to 30<sup>th</sup> of November 2014

### **Course Committee**

Dr. Hamza Abdulghani

Dr. Mahmoud Salah

Mr. Tauseef Ahmad

Ms. Mae S Eustaquio

Chairman

Member

Member

Course Secretary

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Tel : 4699177

### **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. Program evaluation and constructive feedback.

### **B) Specific Objectives of each session:**

#### **Session-1: Orientation to Learning Skills course and other curriculum contents, regulation student support system and resource utilization.**

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

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

#### **Session-2: Blackboard training.**

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

1. Explore the content of Blackboard learning management system and its configuration

2. Enumerate the different uses of Blackboard.
3. Log on the system to look for its utilization.

### **Session-3: Become a PBL Student Year 1**

*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-4: Time Management:**

*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-5: Learning how to learn**

*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: Introduction to Evidence-based Medicine (EBM)**

*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 Database.
3. Differentiate between primary and secondary data sources.
4. Demonstrate the positive attitudes towards its application to daily clinical practice.

## **Session 7: Stress Management**

*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-8: Introduction to Medical Search Using Medline**

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

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

## **Session-9: Professionalism & Ethics in Medical Education**

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

1. Define Professionalism.
2. Identify some professional & unprofessional behaviors.
3. Recognize as an important part of the curriculum.

## **Session-10: Communication skills:**

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

1. 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. Work 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.

## **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 9 Topics)

### **Course Evaluation**

The course evaluation uses the following three data sources:

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

### **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. 29<sup>nd</sup> 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

KING SAUD UNIVERSITY  
COLLEGE OF MEDICINE  
DEPARTMENT MEDICAL EDUCATION

*Appendix*

**ASSIGNMENTS**

**STUDY SKILLS COURSE**

**“STUDENT PORTFOLIO GUIDE”**

**Dear Students,**

We hope that you will enjoy in the “Foundat ion Course” in your first year of Medical College. You were also introduced to an interest ing 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 writ ing 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.***

1. INTRODUCTION TO THE CURRICULUM AND THE LEARNING SKILLS COURSE
2. BLACKBOARD TRAINING
3. BECOMING A PBL STUDENT (YEAR 1)
4. TIME MANAGEMENT
5. HOW TO LEARN: GENERAL PRINCIPLES
6. INTRODUCTION TO EVIDENCE – BASED MEDICINE (EBM)
7. STRESS MANAGEMENT
8. INTRODUCTION TO MEDICAL SEARCH USING MEDLINE
9. PROFESSIONALISM IN MEDICAL EDUCATION
10. DR - PT COMMUNICATION SKILLS: GENERAL PRINCIPLES

***Please write under each topic briefly (approx. 500 to 1000 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 of these papers are 12/10/2014 for the first assignment and 07/11/2014 for the second two topics assignment. But you can submit all topics on the first date or even before.
3. Good quality, well written assignments are expected from you, which will help you to get higher grades in the evaluation.
4. Evaluation of your Portfolio Assignments will be based on the following criteria.

**Criteria for portfolio assessment : Marking rubric for portfolio entries**

<b>Grade</b>	<b>Presentation and Format</b>	<b>Contents and Teaching Philosophy</b>	<b>Reflection/Critique</b>
<b>Distribution of Marks</b>	<b>10%</b>	<b>30%</b>	<b>60%</b>
<ul style="list-style-type: none"> <li>• Excellent (90-100)</li> </ul>	Portfolio contains a cover page with name and contact information, including date of submission, student's emails and mobile number. The date of the submission is appropriate.	All required items are included with a significant number of additions. The student is able to describe an educational vision (Introduction) about the topic with a clear philosophy. No grammatical or spelling errors. No 'copy and past' statements.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- The student has also given concrete evidence of application of the gained knowledge and skills from their own experience.</li> <li>- <u>Reflections</u> illustrates the ability to effectively critique work and to suggest constructive practical alternatives.</li> </ul>
<ul style="list-style-type: none"> <li>• Very Good (75-89)</li> </ul>	Portfolio contains a cover page with name and contact information but incomplete contact address and dates of submission is slightly delayed.	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. 'Copy and past' content	<ul style="list-style-type: none"> <li>- The student has given relevant examples from his/her practical life and has explained the application of that example too with some evidence.</li> <li>- Reflection illustrates the ability to critique work and to suggest constructive practical alternative but not in appropriate way.</li> </ul>
<ul style="list-style-type: none"> <li>• Good (60-74)</li> </ul>	Portfolio contains a cover page but lacks clarity and some elements are missing. The submission is delayed.	All required items are included but no additions. Vague philosophy about the topic presented. Many grammatical /spelling errors. Many 'copy and past' items	<ul style="list-style-type: none"> <li>- 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 and skills</li> <li>- Reflections does not illustrate well to critique work and to suggest alternative, or not clear.</li> </ul>

<ul style="list-style-type: none"> <li>• Poor (59-40)</li> </ul>	<p>The cover page is disorganized with missing contents.</p>	<p>A significant number of required items are missing. The student has not presented his/her own philosophy about the topic. Numerous grammatical/spelling errors. The majority statement are 'cut and past' item.</p>	<ul style="list-style-type: none"> <li>- Student has given irrelevant/remotely relevant examples. And absolutely no evidence of application of the knowledge gained.</li> <li>- No reflection</li> </ul>
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## **TOPIC - 1: BLACKBOARD LEARNING MANAGEMENT SYSTEM**

### **Themes of the topic:**

Write briefly (250-500 words)

1. What is blackboard learning management system.
2. What specification application are important for study.
3. How students can get most benefits of the system.

## **TOPIC - 2: BECOMING A PBL STUDENT**

### **Themes of the topic:**

1. The characteristics & objectives of the small group teaching & learning.
2. The role of small group teaching in your reformed curriculum.
3. The process of small group teaching.
4. How learning issues are generated from a clinical scenario.

### **TASK:**

Write briefly (250 to 500 words):

1. What are the advantages and disadvantages of learning in a small group?
2. Reflecting on the 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**

#### **Themes of the topic:**

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

#### **TASK:**

Briefly write (250 to 500 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 your one week time table after implementing time management in your daily schedule.

### **TOPIC - 4: HOW TO LEARN: GENERAL PRINCIPLES**

#### **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.

#### **TASK:**

Write briefly (250 to 500 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 - 5: 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.

**TASK:**

Write briefly (250 to 500 words):

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 – 6: STRESS MANAGEMENT****Themes of the topic:**

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

**TASK:**

Briefly write (250 to 500 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 - 7: Information Gathering, Searching Internet for Medical References.****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?

**TASK:**

Briefly write (250 to 500 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?

## **TOPIC - 8: PROFESSIONALISM IN MEDICAL EDUCATION**

### **Themes of the topic:**

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

### **TASK:**

Briefly write (250 to 500 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: 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.

### **TASK:**

Briefly write (250 to 500 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.



## Learning Skill Sessions (**Female**)

<b>Monday</b> <b>01 September 2014</b> <b>9:00-10:00 am</b>	<b>Introduction to learning skills course</b>	<b>Dr. Hamza Abdulghani</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Tuesday</b> <b>02 September 2014</b> <b>1:00-2:00 pm</b>	<b>Blackboard Training</b>	<b>Prof . Azer</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Sunday</b> <b>07 September 2014</b> <b>10:00 - 11:00am</b>	<b>Becoming a PBL Student</b>	<b>Dr. Sahar Ali</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Thursday</b> <b>11 September 2014</b> <b>11:00-12:00 pm</b>	<b>Time management</b>	<b>Prof. Lulua Alnaim</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Monday</b> <b>15 September 2014</b> <b>11:00-12:00 pm</b>	<b>Learning how to learn- general principles</b>	<b>Dr. Norah AlRowais</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Thursday</b> <b>18 September 2014</b> <b>9:00 - 10:00 am</b>	<b>Introduction to evidence-based medicine</b>	<b>Dr. Nada Alyusufi</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Thursday</b> <b>16 October 2014</b> <b>10:00 - 11:00 am</b>	<b>Stress management</b>	<b>Dr. Nehal Khamise</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Sunday</b> <b>26 October 2014</b> <b>11:00-12:00 pm</b>	<b>Information gathering: searching internet for medical references</b>	<b>Dr. Lubna Al-Ansary</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Sunday</b> <b>02 November 2014</b> <b>1:00-2:00 pm</b>	<b>Professionalism in medical education</b>	<b>Dr. Nada Al-Yousefi</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>
<b>Tuesday</b> <b>11 November 2014</b> <b>9:00 - 10:00am</b>	<b>Doctor-patient communication general principles</b>	<b>Dr. Norah AlRowais</b> <b>Hall No.(1)</b> <b>Building #9, Ground Floor</b>

## Learning Skill Sessions (Male-Group A)

<b>Tuesday</b> <b>02 September 2014</b> <b>9:00 - 10:00 am</b>	<b>Introduction to learning skills course</b>	<b>Dr. Hamza Abdulghani</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Wednesday</b> <b>03 September 2014</b> <b>1:00-2:00 pm</b>	<b>Blackboard Training</b>	<b>Mr. Diab</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Monday</b> <b>08 September 2014</b> <b>10:00 - 11:00 am</b>	<b>Becoming a PBL student</b>	<b>Prof. Samy Azer</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Monday</b> <b>08 September 2014</b> <b>1:00-2:00 pm</b>	<b>Time management</b>	<b>Dr. Mahmoud Salah</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Sunday</b> <b>14 September 2014</b> <b>9:00-10:00 am</b>	<b>Learning how to learn- General principles</b>	<b>Dr. Hamza Abdulghani</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Wednesday</b> <b>17 September 2014</b> <b>8:00 - 9:00 am</b>	<b>Introduction to Evidence-based medicine</b>	<b>Dr. Hamza Abdulghani</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Sunday</b> <b>12 October 2014</b> <b>11:00 - 12:00 pm</b>	<b>Stress management</b>	<b>Dr. Mahmoud Salah</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Monday</b> <b>27 October 2014</b> <b>11:00-12:00 pm</b>	<b>Information Gathering: searching Internet for Medical References</b>	<b>Dr. Amr Jamal</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Tuesday</b> <b>04 November 2014</b> <b>8:00-11:00 am</b>	<b>Professionalism in Medical Education</b>	<b>Dr. Amr Jamal</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>
<b>Sunday</b> <b>09 November 2014</b> <b>1:00-2:00 pm</b>	<b>Doctor – Patient Communication General principles</b>	<b>Prof. Sulaiman Al Shammary</b> <b>LECTURE HALL – 1</b> <b>NEW BUILDING LEVEL 1</b>

## Learning Skill Sessions (Male-Group B)

<b>Wednesday</b> <b>03 September 2014</b> <b>10:00-11:00am</b>	<b>Introduction to learning skills course</b>	<b>Dr. Hamza Abdulghani</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Wednesday</b> <b>03 September 2014</b> <b>11:00-12:00pm</b>	<b>Blackboard training</b>	<b>Mr. Diab</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Monday</b> <b>08 September 2014</b> <b>11:00 - 12:00 pm</b>	<b>Becoming a PBL student</b>	<b>Prof. Samy Azer</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Tuesday</b> <b>09 September 2014</b> <b>1:00-2:00 pm</b>	<b>Time Management</b>	<b>Dr. Mahmoud Salah</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Sunday</b> <b>14 September 2014</b> <b>10:00-11:00 am</b>	<b>Learning how to learn-general principles</b>	<b>Dr. Hamza Abdulghani</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Thursday</b> <b>18 September 2014</b> <b>10:00-11:00am</b>	<b>Introduction to evidence-based medicine</b>	<b>Dr. Hamza Abdulghani</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Sunday</b> <b>12 October 2014</b> <b>1:00-2:00 pm</b>	<b>Stress Management</b>	<b>Dr. Mahmoud Salah</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Monday</b> <b>27 October 2014</b> <b>1:00-2:00 pm</b>	<b>Information gathering: Searching internet for medical references</b>	<b>Dr. Amr Jamal</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Tuesday</b> <b>04 November 2014</b> <b>1:00-2:00 pm</b>	<b>Professionalism in medical education</b>	<b>Dr. Amr Jamal</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>
<b>Sunday</b> <b>09 November 2014</b> <b>2:00-3:00pm</b>	<b>Doctor-patient communication general principles</b>	<b>Prof. Sulaiman Al-Shammary</b> <b>LECTURE HALL -2</b> <b>NEW BUILDING LEVEL 2</b>

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.

Thanks

**Date** \_\_\_\_\_  
**Age** \_\_\_\_\_ **Years** **Gender: M**\_\_\_\_ **F**\_\_\_\_\_ **Student's ID**\_\_\_\_\_

Parent's Occupation: Doctor \_\_\_\_\_ Other \_\_\_\_\_

**1. Do you like the "Learning Skill course"?** Yes \_\_\_\_\_ No \_\_\_\_\_

**2. Do you know about this course before entering in the medical college?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Are the objectives of this course easily understandable?** Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Is this course helpful in establishing the foundation of medical studies?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**5. Lectures as teaching method helped you to understand the subject of "Learning Skill"?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**6. During the lectures resources/ technology is effectively used?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**7. Do you think that the time of introduction of "Learning Skill course" is accurate (in the beginning of M.B.B.S.)?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Duration of the course (2 months) is enough?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Assessment methods (Assignments) are proper?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**10. If, No which method of assessment should be used?**

Quizzes \_\_\_\_\_, MCQs \_\_\_\_\_, Small answer questions \_\_\_\_\_, Essay \_\_\_\_\_, Group presentations \_\_\_\_\_, Teacher's feedback.

**11. Is continuous assessment required in "Learning Skill course"?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**12. Are you satisfied with Evaluation (marking) method?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**13. What do you think about this course? (You can choose more than one option)**

- Helpful in improving GPA \_\_\_\_\_
- Waste of time \_\_\_\_\_
- Helpful for other subjects \_\_\_\_\_
- Motivational (Helpful to improve your abilities) \_\_\_\_\_

**14. Is the beginning of the M.B.B.S. the right time to introduce the “Learning Skill course”?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**15. The thing which you like about the course?**

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**16. The thing which you dislike about the course?**

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**17. Do you have any suggestions to improve the course?**

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**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		
		Yes	No	Not at all	To some extent	To great extent	Not at all	To some extent	To great extent
1.	Course and curriculum contents								
2.	Communication skills								
3.	English proficiency is required								
4.	Learning how to learn								
5.	Time Management								
6.	Become a PBL Student Year 1								
7.	Introduction to Evidence-based Medicine (EBM)								
8.	Stress Management								
9.	Professionalism & Ethics in Medical Education								
10.	Information Gathering, Searching Internet for Medical References (Literature search)								