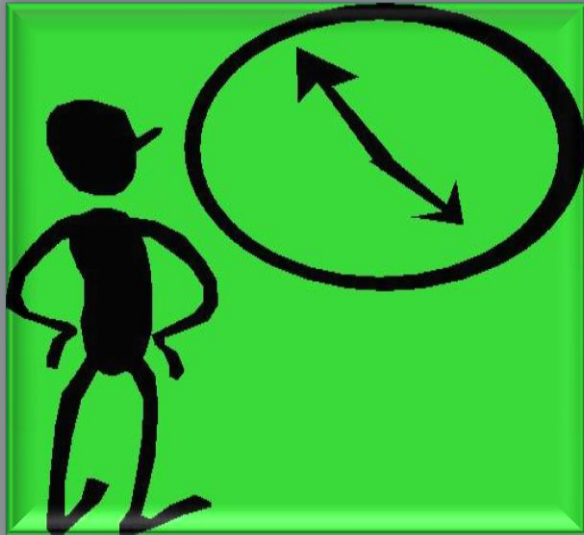




King Saud University
College of Medicine
Medical Education Department



Learning Skills

COURSE BOOK AND STUDENT GUIDE

(Academic year 1438-1439)

Department of Medical Education
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, for the Learning Skills course.

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: First Semester

Course Starting Dates: 17 of September 2017

Course Committee

Prof. Hamza Abdulghani

Prof. Mahmoud Salah

Dr. Tauseef Ahmad

Ms. Ruqaiyah Zabarrah

Chairman

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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 will be able to:

- I. Identify the university, academic organization and student support systems.
- II. Apply principles of adult learning.
- III. Describe different learning styles, and explain their own styles.
- IV. Explain the concepts, principles and practice the process of learning in small group.
- V. Enumerate the principles of evidence-based practice and demonstrate the skill of information gathering.
- VI. Manage their time and set his priorities.
- VII. Communicate effectively with patients and their peers
- VIII. Demonstrate professional behavior expected from medical students.
- IX. Recognize symptoms of stress and develop the ability to handle their stress and anxiety.
- X. Describe the college assessment system to motivate himself for high grade achievement.

Teaching and Learning Methods:

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:

▶ **Large Group Instruction:**

Interactive lectures and discussion

➤ **Live Demonstration:**

Video presentations, Educational broadcasts, Examples from real life

▶ **Individualized learning:**

Directed study of scientific articles, study of open-learning materials; mediated self-instruction, Application of concepts and principles to real life activities.

▶ **Reflection; the most important strategy of learning anything and every things**

▶ **Group learning:**

Class discussions; PBLs, seminars; group tutorials; games and simulations in skills lab; etc.

▶ **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 skills competencies.**

Contents and specific objectives

A) Contents

1. **Introduction to learning skills course**
2. **Blackboard Training**
3. **Becoming a PBL student**
4. **Time management***
5. **Learning how to learn-General principles***
6. **How to remain as high achieving students***
7. **Stress management***
8. **Information Gathering: searching Internet for Medical References**
9. **Introduction to Evidence-based medicine**
10. **College Assessment System**
11. **Motivation***
12. **Professionalism in Medical Education**
13. **Doctor-Patient Communication General principles**

B) Specific Objectives of each session:

Session-1: Introduction to learning skills course

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

- 1.1 Explain the content, teaching / learning and assessment methods of learning skills course.
- 1.2 Apply appropriate student-centered learning methods for different courses of the curriculum.
- 1.3 Describe the key topics and main theme of the course.
- 1.4 Localize different facilities available for them like students' support system, library, Internet access, cafeteria and so forth.
- 1.5 Enumerate the different library sections which will help them in using library
- 1.6 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

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

- 3.1 Explain the rationale of learning in a small group
- 3.2 Enumerate the principles of small group.
- 3.3 Explain the dynamics of small.
- 3.4 Identify their roles in a small group.
- 3.5 Demonstrate the ability to conduct the roles in a small group effectively.
- 3.6 Employ communication skills effectively to maintain group dynamics.

Session-4: Time Management:

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

- 4.1 Identify the importance of TM
- 4.2 Explain Time wasters
- 4.3 Plan their schedules effectively
- 4.4 Identify procrastination signs identify the solution to deal with them

Session-5: Learning how to learn

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

- 5.1 Define “Learning” and learning principles.
- 5.2 Compare and contrast undergraduate versus secondary school learning.
- 5.3 Identify different types of learning
- 5.4 Apply the learning principles to their daily learning activities

Session-6: Introduction to Evidence-based Medicine (EBM)

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

- 6.1 Discuss the principles of EBM approach.
- 6.2 Utilize the sources of EBM Database.
- 6.3 Differentiate between primary and secondary data sources.
- 6.4 Value the EBM application to daily clinical practice.

Session 7: Stress Management

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

- 7.1 Define stress
- 7.2 Identify the types of stress
- 7.3 Explain the mechanisms of stress
- 7.4 Discuss the relation of stress to human health
- 7.5 Explain the stress management strategies

Session-8: Information Gathering: searching Internet for Medical References

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

- 8.1 Identify different search engine for literature review.
- 8.2 Apply different methods of finding relevant literature.
- 8.3 Demonstrate some sites of electronic journals and its features.
- 8.4 Apply searching steps to different Database.

Session-9: Professionalism in Medical Education

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

- 9.1 Define Professionalism.
- 9.2 Identify professional and unprofessional behaviors.
- 9.3 Explain why professionalism is an important part of the curriculum.

Session-10: Communication skills:

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

- 10.1 Discuss the principles of effective communication.
- 10.2 Compare and contrast between active and passive communication.
- 10.3 Demonstrate verbal and non-verbal communication, including body language.
- 10.4 Analyze scenarios or videos of communication skills to give feedback.
- 10.5 Role play and record their own video in safe environment, in small group and give and receive feedback by peers and tutors.

11. How to remain high achieving students:

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

- 11.1 Recognize levels of academic performance
- 11.2 Identify the factors lead to high academic achievement

- 11.3 Discuss the manner of improving academic performance.
- 11.4 Address the factors would help to improve their academic performance.
- 11.5 Select factors which suite individual student for his/her academic performance.
- 11.6 Apply these concepts and principles in real life situation.

12. College Assessment System:

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

- 12.1 Identify rules and regulations of the assessment system in the college
- 12.2 Recognize the different components of the assessment system
- 12.3 Discuss the development process of a course assessment
- 12.4 Identify the pass/fail criteria for different courses
- 12.5 Discuss the strategies to improve academic performance in a test.

13. Motivation:

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

- 13.1 Define motivation
- 13.2 Recognize different types of motivation.
- 13.3 Enumerate the factors which influence or decrease student motivation.
- 13.4 Identify how motivation could influence academic performance.
- 13.5 Recognize how low motivation is associated with restricted growth in achievement.
- 13.6 Apply motivation concepts in real life situation.

Assessment of students & course evaluation:

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

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

Assignment I 40% (Any two first four topic of learning skills)

Assignment II 60% (Any three Remaining others eight topics)

Course Evaluation

The course evaluation uses the following three data sources:

1. Student Feedback (assignment submission)
2. Tutor Feedback
3. Student Results

Recommended Resources:

1. Samy A Azer, Rana Hasanato, Sami Al-Nassar, Ali Somily and Muslim M AlSaadi. Introducing integrated laboratory classes in a PBL curriculum: impact on student's learning and satisfaction; BMC Medical Education 2013, 13:71.
2. Ali Alhaqwi, Tariq Mohamed, Abdulaziz Alkabba, Sultan Alotaibi, Ali Alshehri, Hamza Abdulghani, Motasim Badri; Problem-based learning in undergraduate medical education in Saudi Arabia: Time has come to reflect on the experience; Med.Teh. 2015, 37: S61–S66
3. Hamza Abdulghani; Abdulmajeed Aldrees; Mahmood Khalil; Farah Ahmad; Gominda Ponnampereuma; Zubair Amin; What factors determine academic achievement in high achieving undergraduate medical students? A qualitative study; Medical Teacher; 2014, 36: S43–S48
4. Abdulmajeed Al- Drees, Mahmoud Salah Khalil, Sultan Ayoub Meo, Hamza Mohammed Abdulghani; Utilization of blackboard among undergraduate medical students: Where we are from the reality? Journal of Taibah university medical sciences 2014; 1-5
5. Kamran. S, Hamza. M. A, Tauseef. A; Jenness. J. Shaping medical professionalism in pre-clinical medical students: Students' perspective; Biomedical Research 2017; 28(1)

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 “Foundation Block” 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. For the assessment purpose we have selected **five topics** (which are shown blow as bold and underlined) to be presented as your assignment and assessment of the course.

What is a portfolio?

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
11. **HOW TO REMAIN AS HIGH ACHIEVING STUDENTS***
12. **MOTIVATION***
13. COLLEGE ASSESSMENT SYSTEM

Please write under each topic briefly (approx. 500 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 **14/12/2017 for the first assignment and 18/01/2018** for the second assignment for each topics.
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

Grade	Presentation and Format	Contents and Teaching Philosophy	Reflection/Critique
Distribution of Marks	10%	30%	60%
<ul style="list-style-type: none"> • Excellent (90-100) 	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 paste statements.	<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 and skills from their own experience. - <u>Reflections</u> illustrates 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 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 paste content available.	<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 but not in appropriate way.
<ul style="list-style-type: none"> • Good (60-74) 	Portfolio contains a coverage 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 paste items	<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 within complete evidence of application of knowledge and skills - Reflections does not illustrate well to critique work and to suggest alternative, or not clear.

<ul style="list-style-type: none"> • Poor (59-40) 	<p>The cover pages 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 paste' item.</p>	<ul style="list-style-type: none"> - Student has given irrelevant/remotely relevant examples. And absolutely no evidence of application of the knowledge gained. - No reflection
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TOPIC - 1: BLACKBOARD LEARNING MANAGEMENT SYSTEM

Themes of the topic:

Write briefly (up to 500 words):

1. What is blackboard learning management system?
2. What specification application are important for study.
3. Write at list five blackboard features.
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 (upto 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.
5. Reflection

TASK:

Briefly write (150 to 250 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 (150 to 250 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 (upto 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 (150 to 250 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 (150 to 250 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 (150 to 250 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 (150 to 250 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 10: Motivation**Themes of the topic:**

- 1 Define motivation
- 2 Recognize different types of motivation.
- 3 Enumerate the factors which influence or decrease student motivation.

TASK:

Briefly write (150 to 250 words)) about:

What are the essential for motivation?

What factor you motivated and write different type of motivation

Identify how motivation could influence academic performance.

Topic 11. How to remain high achieving students**Task:**

Briefly write (150 to 250 words)) about:

Recognize levels of academic performance

Identify the factors lead to high academic achievement

Discuss the manner of improving academic performance.

Select factors which suite individual student for his/her academic performance.

Topic 12. College assessment system:**Task:**

Briefly write (150 to 250 words)) about:

Identify rules and regulations of the assessment system in the college

Recognize the different components of the assessment system

Discuss the development process of a course assessment

Learning Skills Course (Sk1101) 2017-2018

Week	Lecture title	Group	Date	Time	Lecturer
	Introduction to learning skills course	Female	Monday 18 September 2017	9-10 am	Prof. Hamza Abdulghani
		Male A	Tuesday 19 September 2017	9-10 am	
		Male B	Wednesday 20 September 2017	10-11 am	
	Blackboard Training	Female	Monday 02 October 2017	11am-12pm	Eng. Khulood Al- Ghamdi
		Male A	Wednesday 20 September 2017	1-2 pm	Dr. Tauseef Ahmad
		Male B	Wednesday 20 September 2017	11am-12pm	
2	Becoming a PBL student	Female	Sunday 08 October 2017	9-10am	Dr. Sahar M Aly
		Male A	Thursday 12 October 2017	11-12pm	Prof. Samy Azer
		Male B	Sunday 08 October 2017	11-12pm	
	Time management	Female	Tuesday 19 September	1-2pm	Prof. Lulu Alnuaim

			2017		
		Male A	Monday 25 September 2017	1-2pm	Dr. Mahmoud Salah
		Male B	Tuesday 26 September 2017	11am-12pm	
3	Learning how to learn-General principles	Female	Monday 09 October 2017	11-12pm	Dr. Norah AlRowais
		Male A	Wednesday 27 September 2017	9-10am	Prof. Hamza Abdulghani
		Male B	Sunday 01 October 2017	10-11am	
	How to remain as high achieving students	Female	Tuesday 10 October 2017	9-10am	Dr. Nouf Alromaihi
		Male A	Wednesday 04 October 2017	1-2pm	Prof. Hamza Abdulghani
		Male B	Thursday 05 October 2017	10-11am	
7	Stress management	Female	Thursday 19 October 2017	8-9am	Dr. Nehal Khamis
		Male A	Sunday 15 October 2017	11am-12pm	Dr. Mahmoud Salah
		Male B	Thursday 12 October 2017	9-10am	
9	Information Gathering: searching Internet for Medical References	Female	Thursday 19 October 2017	2-3 pm	Dr. Nasria Zakria
		Male A	Monday 30 October 2017	8-9 am	Dr. Tauseef Ahmed
		Male B	Sunday 29 October 2017	9-10 am	
	Introduction to Evidence-based medicine	Female	Sunday 29 October 2017	9-10 am	Dr. Nehal Khamis
		Male A	Wednesday 01 November 2017	11-12 pm	Prof. Hamza Abdulghani
		Male B	Monday 30 October 2017	8-9 am	
11	College Assessment System	Female	Sunday 29 October 2017	11-12 pm	Prof. Hamza Abdulghani
		Male A	Monday 30 October 2017	11-12 pm	
		Male B	Tuesday 31 October 2017	8-9 am	
12	Motivation			1-2pm	Dr. Mahmood Salah
				2-3pm	Dr. Jude Feda
				9-10am	
13	Professionalism in Medical Education			1-2pm	Dr. Tauseef Ahmad
				2-3pm	Dr. Nehal Khamis
				9-10am	
14	Doctor – Patient Communication General principles			1-2pm	Prof. Hamza Abdulghani
				2-3pm	Dr. Nada Al-Yousefi
				9-10am	

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), Building #9, Ground Floor