

# Orientation & Course Objectives; Psychiatry Course (PME 462)

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welcome

The word "welcome" is rendered in a playful, 3D font. Each letter is a different color: 'w' is pink, 'e' is light green, 'l' is yellow, 'c' is blue, 'o' is yellow and shaped like a sun with rays, 'm' is purple, and the final 'e' is green. The letters are arranged in a slightly staggered, horizontal line on a white surface.

# Aim and General Objective of the Course

## Aim:

- To provide medical students with basic knowledge and skills to manage common psychiatric disorders.

## General Objectives:

To provide the undergraduate medical students with 1-knowledge 2-attitude 3- clinical skills relevant to clinical psychiatry and essential for their future career as non-psychiatric clinicians in whatever specialty they choose.

1- Knowledge: To acquire basic essential facts in clinical psychiatry that includes:

- a. Psychopathology (signs and symptoms) of psychiatric disorders.
- b. Classification and etiology in clinical psychiatry (bio-psycho-social).
- c. Common psychiatric disorders:
  - ✓ Clinical features and course.
  - ✓ Epidemiology and etiology.
  - ✓ Differential diagnosis.
  - ✓ Treatment (bio-psycho-social) and prognosis.
- d. Treatment modalities in psychiatry:
  - ✓ Physical: pharmacotherapy, electroconvulsive therapy (ECT) and others.
  - ✓ Psychological: behavioral, cognitive, supportive psychotherapy and others.

2- Attitude: To develop the scientific attitude towards:

- ✓ Psychiatric patients and their families
- ✓ Psychiatric interventions (bio-psycho-social)
- ✓ Mental health and providers (psychiatrists, psychologists, social workers and others)
- ✓ Psychiatry as a branch of medicine

3- Clinical Skills:

- To conduct a psychiatric interview with proper interview techniques and skills for proper assessment of psychiatric problems in outpatient, inpatient, and emergency settings.
- ✓ Sufficient psychiatric history to enquire about various psychiatric symptoms.
- ✓ Standard “mental state examination” to elicit signs of psychiatric disorders.

# LECTURE TITLES AND OBJECTIVES

TITLE OF THE LECTURE:	OBJECTIVES OF THE LECTURE:
<b>DIAGNOSIS/CLASSIFICATION/ETIOLOGY IN PSYCHIATRY</b>	<ul style="list-style-type: none"> <li>▪ To know the basics of classifying mental disorders.</li> <li>▪ To recognize the importance of detecting the organic factors.</li> <li>▪ To know the scope of mental disorders.</li> </ul>
<b>HISTORY / MENTAL STATE EXAM</b>	<ul style="list-style-type: none"> <li>▪ To describe history taking in psychiatry.</li> <li>▪ To see how to take Psychiatric History.</li> <li>▪ To describe Mental State Examination (MSE) component.</li> <li>▪ To see how to do Mental State Examination (MSE).</li> </ul>
<b>SKILLS TRAINING/HISTORY/MSE</b>	<ul style="list-style-type: none"> <li>▪ To understand the basic principles and skills in psychiatric history taking and mental state examination.</li> <li>▪ To understand the differences and focus of psychiatric history taking compared to other medical specialties.</li> <li>▪ To be able to conduct a basic psychiatric interview in general, appropriate to student level.</li> </ul>

<b>SIGNS AND SYMPTOMS IN PSYCHIATRY I &amp; II</b>	<ul style="list-style-type: none"> <li>▪ To be able to define the meaning of psychopathology.</li> <li>▪ To know the common signs and symptoms in psychiatry.</li> <li>▪ To define and differentiate the major psychopathology symptoms and signs.</li> <li>▪ To know the reasons why do we need criteria to diagnose?</li> </ul>
<b>DEPRESSIVE DISORDERS</b>	<ul style="list-style-type: none"> <li>▪ Become familiar with DSM-5 criteria for major depression and related disorders.</li> <li>▪ List some of the differential diagnoses, risk factors, and comorbidities associated with depression.</li> <li>▪ Identify pharmacological and non-pharmacological treatment modalities for depression.</li> <li>▪ Recognize major depressive disorder as a high risk for suicide.</li> </ul>
<b>BIPOLAR DISORDERS</b>	<ul style="list-style-type: none"> <li>▪ Differentiate between bipolar disorder-I and bipolar disorder-II and differentiate between a manic and a hypomanic episode.</li> <li>▪ Emphasize the impact of bipolar disorders on patients' lives.</li> <li>▪ Recognize the early onset and chronic course of bipolar disorder.</li> <li>▪ List some medical and psychiatric differential diagnoses, risk factors, and comorbidities associated with bipolar disorders.</li> <li>▪ Describe common and severe side effects of mood stabilizers (namely lithium, valproic acid, and lamotrigine).</li> </ul>



<p><b>PSYCHOSOMATIC DISORDERS I &amp; II</b></p>	<ul style="list-style-type: none"> <li>▪ Understand relevant concepts related to psychosomatic medicine which resides at interface of physical and mental illnesses.</li> <li>▪ Appreciate that accurate diagnosis and treatment of depression in medically ill patients, improves quality of life, enhances engagement in treatment, decreases symptom quantity and severity, and decreases cost utilization, morbidity and mortality.</li> <li>▪ Acquire preliminary skills to evaluate and intervene adequately to manage somatic symptoms and related disorders.</li> </ul>
<p><b>PSYCHOTIC DISORDERS I &amp; II AND OTHER PSYCHOTIC DISORDERS</b></p>	<ul style="list-style-type: none"> <li>▪ Understanding of the meaning of psychosis.</li> <li>▪ Identify the possible causes/theories explaining psychotic symptoms.</li> <li>▪ Knowing the important feature of Schizophrenia and other psychotic disorder.</li> <li>▪ Knowing the general principle of treating Schizophrenia and other psychotic disorder.</li> <li>▪ Knowing the most important antipsychotic medications including indications and common side effects.</li> </ul>
<p><b>ANXIETY DISORDERS I &amp; II AND RELATED DISRODERS</b></p>	<ul style="list-style-type: none"> <li>▪ List the diagnostic criteria for anxiety disorders according to DSM5.</li> <li>▪ Discuss the prevalence and causes of Anxiety disorders.</li> <li>▪ Discuss the treatment plan.</li> </ul>

<p><b>NEUROCOGNITIVE DISORDERS I &amp; II</b></p>	<ul style="list-style-type: none"> <li>▪ To know the types and diagnostic criteria of neurocognitive disorders.</li> <li>▪ To understand their etiology, presentation, severity, and complications.</li> <li>▪ To know the lines of management of neurocognitive disorders.</li> </ul>
<p><b>SUBSTANCE ABUSE DISORDERS I &amp; II</b></p>	<ul style="list-style-type: none"> <li>▪ To understand basic etiology and pathophysiology of substance use disorders.</li> <li>▪ To know the most common substances of abuse, their effects, and serious outcomes.</li> <li>▪ To be able to conduct a general assessment for those suffering with substance use disorders.</li> <li>▪ To be able to differentiate between different clinical presentations including concurrent disorders.</li> <li>▪ To gain a basic understanding of the prognosis and management of substance abuse disorders.</li> </ul>
<p><b>ASSESSMENT &amp; MANAGEMENT OF SUICIDAL AND AGGRESSIVE PATIENTS</b></p>	<ul style="list-style-type: none"> <li>▪ To know the life-threatening psychiatric conditions.</li> <li>▪ To understand their etiology, presentation, severity, and complications.</li> <li>▪ To know the lines of management of such conditions.</li> </ul>
<p><b>PERSONALITY DISORDERS</b></p>	<ul style="list-style-type: none"> <li>▪ Know the terms related to personality.</li> <li>▪ Understand the concept of personality &amp; its disorders.</li> <li>▪ Know the various types of personality disorders.</li> <li>▪ Be able to detect personality disorders &amp; act accordingly.</li> </ul>

<b>PSYCHOTHERAPY</b>	<ul style="list-style-type: none"><li>▪ Know the concept of psychological treatment and related terms.</li><li>▪ Understand different types and applied techniques of psychotherapy.</li><li>▪ Know indication of each technique.</li></ul>
<b>CHILD PSYCHIATRY</b>	<ul style="list-style-type: none"><li>▪ To review normal psychosocial development, e.g. development of normal attachment and basic therapeutic strategies to repair attachment problems.</li><li>▪ To review major mental illnesses of childhood. e.g., Attention-Deficit Hyperactivity Disorder, and Autism Spectrum Disorder</li><li>▪ To review other psychiatric disorders and how they present in child and adolescent patient population.</li></ul>
<b>VIDEO CASES</b>	<ul style="list-style-type: none"><li>▪ To help the students understand more a certain case while doing self-study.</li><li>▪ To give the students an idea on what is the real situation while dealing with a psychiatric patient.</li></ul>

# Activities

- Lectures
- Department activity (we encourage you to attend)
- Department case discussion (we encourage you to attend)
- In-patient Wards rounds
- Psychosomatic in-patient rounds
- Out-patient clinics
- Video cases
- Revision
- Skills self-training

# Mode of Teaching

- For lectures: Face to Face (IN PERSON)
- For video cases sessions: VIRTUAL (ONLINE)
- For inpatient/psychosomatic rounds and outpatient clinic activities: Face to Face (IN PERSON)

# Learning Resources

## Required Textbooks:

INTRODUCTORY TEXTBOOK OF PSYCHIATRY, Seventh Edition, by Donald W. Black & Nancy C. Andreasen.

## Essential References Materials (Journals, Reports, etc.):

FIRST AID FOR THE PSYCHIATRY CLERKSHIP, Fifth Edition.

## Recommended Textbooks and Reference Material (Journals, Reports, etc):

BLUEPRINTS IN PSYCHIATRY, Sixth Edition, by Michael J. Murphy. Ronald L. Cowan.

BASIC PSYCHIATRY, Professor M. A. Al-Sughayir

TEXTBOOK OF PSYCHIATRY, by Linford Rees, Oxford University Press.

POCKET HANDBOOK OF CLINIC PSYCHIATRY by Kaplan and Sadock, Williams & Wilkins.

EMERGENCY PSYCHIATRY by Allen Micheal. APA Press.

CLINICAL MANUAL TO PSYCHOSOMATIC MEDICINE: A GUIDE TO CONSULTATION-LIAISON PSYCHIATRY (CONCISE GUIDE), By Michael Wise.

TRUSTED PSYCHIATRY WEBSITES ICLUDING: UpToDate, MEDSCAPE PSYCHIATRY . . . . etc..

## Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)

- Department internet website.
- Psychiatry Teaching: [https://www.youtube.com/channel/UCi6\\_Wr8Et9FXCV6UHii4U7A](https://www.youtube.com/channel/UCi6_Wr8Et9FXCV6UHii4U7A)
- Teaching staff personal web-pages. on University site.
- Psychiatry teacher: <https://www.youtube.com/channel/UCner3P8uXdnMKw5RZsNWGcA>

We encourage you to attend psychiatric courses, symposiums, and workshops

# Attendance

- Please be informed that once the student reach 25% absence (which is equivalent to 8 absents), the name of the student will be send to the Academic Guidance.
- Per each session= 1 absent (lectures, clinical activities, video cases, and revision)
- For example: for the lectures of signs and symptoms I & II: it is equivalent to 2 absents

# Evaluation

- Passing mark is 60
- Midterm clinical exam:
  - OSCE part A- video cases: (8-9 am): 5-6 video cases = 30 marks
  - OSCE part B- short cases: (9:15- 11:45): two short cases = 30 marks
- Final exam (MCQs)
  - = 40 marks
  - Single best answer questions
  - Number of MCQs: 60



# Don't hesitate to reach us...

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**Any Questions**