



Kingdom of Saudi Arabia
Ministry of Higher Education
Majmaah University
College of Medicine

المملكة العربية السعودية
وزارة التعليم العالي
جامعة المجمعة
كلية الطب

Medical Learning Skills Module (MEDU 111)

STUDY GUIDE

Phase – 2, Second Year, Third Semester

Academic Year: 1433-1434 H (2012 – 2013 G)

Dear Students:

We warmly welcome you to this exciting and important longitudinal course that will inform and update you as to how you should learn not only during this module, but throughout your lifetime.

The module has a menu of interesting teaching and learning methods to complement the highly relevant line up of content

TABLE OF CONTENTS

The Dean's Message	4
General Module Information	5
Module Description	6
General Module Objectives	7
Teaching & Learning Contents / Objectives	8
Teaching and learning methods distribution	13
Teaching and learning methods in detail	15
Assessment	18
Evaluation & Quality Assurance Processes	20
Resource material	21
Tutors Contacts Information	22
Annexure	23

DEAN'S MESSAGE

It is my pleasure to welcome you to the Majmaah University College of medicine. It is a great time to be considering the medical profession and Majmaah University is a great place to pursue the study of medicine. Our students are different and unique, but all share a common bond of intellectual excellence, motivation to a career in health care, high moral and ethical standards.

Our college of medicine is positioned to make a positive difference in the healthcare of Majmaah and the country by providing the educational resources and environment for each student to grow academically, professionally and personally. As a relatively new college, our students will be involved in the change and growth of our programmes and their excellence. New graduates would reflect on our processes and successes in medical education, and will help us in our continuing effort for improving the system.

Majmaah University College of medicine has cultivated an open door and friendly environment to support the educational growth of our students. Our faculty continually strives to update and improve our curriculum and teaching methodologies, alongwith assessment tools. Our curriculum involves classroom didactics, problem based small group learning sessions, interactive classroom technology, small group tutorials, and structured self-study modules. Our purpose is to make learning not only timely, effective and efficient, but also enjoyable.

I again welcome you to the college of medicine and hope you will find here programmes that meet your interests and future goals in medicine.

Dr. M. O. AL RUKBAN

Dean College of Medicine

Majmaah University

MODULE INFORMATION:

Module Title	:	Medical Learning Skills
Module Code & Number	:	MEDU 111
Credit Hour	:	2
Module Duration	:	Longitudinal
Module Starting Dates	:	14/10/1433 H (01/09/2012 G)
Module Coordinator	:	Mr. Waqas Sami
Module Committee Members	:	Dr. M. O. Alrukban Dr. Khalid A. W Prof. Mazen K. Qato Dr. Fahim Haider
Module Tutors	:	Dr. M. O. Alrukban Dr. Fahim Haider Dr. Qazi Imtiaz Dr. Khwaja Amir Dr. Wahengbam PK Dr. M. Yunus Dr. Mazen K. Qato Dr. Kamran Afzal Dr. M. Asharf Dr. M. Rehan Asad Dr. Almansoor Dr. Alzaharani Mr. Waqas Sami

MODULE DESCRIPTION

Medical professionals need to keep on learning at least until they retire. The reason for this is a major portion of what they learn in the medical school will be outdated within a few years after graduation. In addition, there will be new findings that may take place after they graduate. These new findings will have to be incorporated into one's practice. Public expect that a professional will keep their knowledge, skills, and attitudes abreast. To keep up to date the medical professional needs to be a lifelong learner. However, there are no organized courses like in the medical school for the graduate doctor to learn from. Hence the graduate doctors should be competent to learn on their own. Thus, medical students need to acquire sound learning strategies not only to complete the undergraduate medical curriculum successfully, but more importantly to prepare themselves for a lifelong journey of learning.

This course will contribute to the achievement of all learning outcomes of Majmaah Medical College undergraduate curriculum. However, out of the overall learning outcomes, it will primarily address the following outcomes, given in bold font (C & E).

- A. Physicians should be scientific in their approach to practice
- B. Physicians should be proficient in clinical care
- C. Physicians should be professional**
- D. Physicians should be community conscious
- E. Physicians should be scholars**

As stated earlier, however, it should be noted that that this course would also indirectly address the outcomes A, B and D above.

GENERAL MODULE OBJECTIVES

At the end of the course, the student should be able to:

1. Utilize the different teaching and learning methods used in undergraduate medical education, to maximize learning.
2. Identify their individual learning needs.
3. Identify their predominant learning style(s).
4. Identify and use different learning resources effectively.
5. Engage in Continuing Professional Development using reflective practice.

TEACHING AND LEARNING CONTENTS / OBJECTIVES

1. INTRODUCTION TO ACADEMIC SKILLS

At the end of this session the student should be able to:

- a. Recall the learning outcomes of the curriculum
- b. Describe the course content organization
- c. Describe the methods of assessment
- d. Explain what they are expected to do?

2. HOW IS LEARNING IN THE UNIVERSITY DIFFERENT?

At the end of this session the student should be able to:

- a. Differentiate formal and informal education
- b. Explain how to benefit from university education
- c. Compare and contrast professional and academic training

3. INSTRUCTIONAL METHODS OF THE CURRICULUM.

At the end of this session the student should be able to:

- a. List the instructional methods used in the curriculum
- b. Compare and contrast the different instructional methods
- c. Explain how to get the best of these instructional methods

4. HOW TO GET THE BEST OUT OF LECTURES?

At the end of this session the student should be able to:

- a. Describe the activities to do before a lecture
- b. Describe the activities to do during a lecture
- c. Describe the activities to do after a lecture

5. STUDY SKILLS I: HOW TO REMEMBER WHAT I LEARN?

At the end of this session the student should be able to:

- a. Explain the neuro-physiological basis of memory
- b. Describe short and long term memory
- c. Explain forgetting curve and use it in learning to increase retention
- d. Discuss strategies for increasing retention

6. HOW TO WRITE AN ASSIGNMENT?

At the end of this session the student should be able to:

- a. Identify the key areas that should be addressed in an assignment according to the objectives of teaching and learning activities.
- b. Analyze the above content areas to determine their inter-relationships using appropriate study methods e.g. (mind mapping etc).
- c. Sequence and structure the assignment.
- d. Use appropriate writing skills to complete the assignment.
- e. Discuss the potential disadvantages of plagiarism.

7. SMALL GROUP LEARNING

At the end of this session the student should be able to:

- a. Define a 'group'
- b. Explain the structure of a small group learning session
- c. Apply group dynamics to a small group learning session
- d. Explain the life cycle of a group
- e. Explain the advantages of small group learning

8. STUDY SKILLS II: READING, WRITING AND LISTENING SKILLS

At the end of this session the student should be able to:

- a. Apply the techniques of fast reading
- b. Devise a note taking technique that suits them
- c. Practice being an active listener
- d. Effectively summarize content

9. SELF ASSESSMENT AND REFLECTIVE LEARNING

At the end of this session the student should be able to:

- a. Define 'self-assessment'
- b. Define 'reflective learning'
- c. Describe models of reflective learning
- d. Apply Kolb's cycle to their practice

10. LEARNING THEORIES

At the end of this session the student should be able to:

- a. Explain the evolution of learning theories
- b. Explain active versus passive learning
- c. Explain adult learning theories
- d. Apply active and adult learning to their educational process

11. LEARNING STYLES

At the end of this session the student should be able to:

- a. Explain why learning styles are important
- b. Compare and contrast different learning style classifications
- c. Find out their own learning style(s)
- d. Identify/devise learning strategies to suit one's own learning style(s)

12. INTRODUCTION TO ASSESSMENT METHODS USED IN MEDICAL EDUCATION AND THEIR RATIONALE

At the end of this session the student should be able to:

- a. Explain why assessment
- b. Distinguish formative from summative assessment
- c. Classify different assessment methods
- d. Describe characteristics of a good assessment

13. PEER LEARNING AND PEER ASSESSMENT

At the end of this session the student should be able to:

- a. Describe who is a peer
- b. Define peer learning and peer assessment
- c. Discuss advantages and disadvantages of peer learning
- d. Discuss advantages and disadvantages of peer assessment

14. HOW TO GIVE AND RECEIVE FEEDBACK?

At the end of this session the student should be able to:

- a. Explain why feedback is necessary
- b. Describe the criteria for good feedback
- c. Explain the structure of a good feedback session
- d. Explain the defensive mechanisms and how to avoid/overcome them

15. HOW TO MAKE AN EFFECTIVE PRESENTATION?

At the end of this session the student should be able to:

- a. Describe features of a good presentation
- b. Explain things to do before a presentation
- c. Explain things to do during a presentation
- d. Explain things to do after a presentation
- e. Apply the theory to deliver a good presentation

16.E – LEARNING

At the end of this session the student should be able to:

- a. Define 'eLearning'
- b. Explain why eLearning is important
- c. Discuss the advantages and disadvantages of eLearning
- d. Carry out eLearning in a way to maximize its benefits

17. CRITICAL AND LATERAL THINKING

At the end of this session the student should be able to:

- a. Describe what is critical thinking
- b. Describe what lateral thinking is?
- c. Use critical and lateral thinking in professional life

18. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

At the end of this session the student should be able to:

- a. Define 'CPD'
- b. Describe models of CPD
- c. Explain how to engage in CPD

19. HOW TO EXCEL IN AN EXAMINATION?

At the end of this session the student should be able to:

- a. Explain what should be done before, during and after an examination
- b. Utilize the good assessment practices to excel in examinations

20. PROFESSIONALISM AS A STUDENT

At the end of this session the student should be able to:

- a. Recall what professionalism (revision) is?
- b. Discuss what professional student behaviour is?
- c. Discuss what unprofessional student behaviour is?
- d. Explain why it is important for a medical student to behave professionally
- e. Practice professionalism in student life

21. EVIDENCE BASED MEDICINE

At the end of this session the student should be able to:

- a. Define 'evidence-based practice'
- b. Discuss the importance of evidence-based practice
- c. Engage in evidence-based practice (including literature search)?

22. CLINICAL LEARNING

At the end of this session the student should be able to:

- a. Describe the types of clinical learning
- b. Explain how clinical learning is different to classroom learning
- c. Discuss how to get the best out of clinical learning session
- d. Recognize the benefits of portfolio learning

TEACHING AND LEARNING METHODS DISTRIBUTION

Topic	Teaching and learning method	Time (hours)	Tutor Name
Introduction to the academic skills	Lecture	1	Mr. Waqas Sami
How is learning in the university different?	Lecture	1	Dr. M. Yunus
Instructional methods of the curriculum	Lecture	1	Dr. Wahengbam
How to get the best out of lectures?	Lecture	1	Dr. M. Rehan
Study skills I: how to remember what I learn?	Lecture	2	Dr. Kamran Afzal
How to write assignment?	Lecture	1	Dr. Fahim Haider
Small group learning	Small Group Learning	2	Dr. Almansoor
Study skills II: reading, writing and listening skills	Lecture	1	Dr. Wahengbam
	Small group learning session; i.e. students in small groups will read a short passage and write a short summary individually (1 – 2 page in length). Then they will compare their summaries with each other.	1	
Self assessment and reflective learning	Lecture	1	Dr. M. Ashraf
	Small group learning ; i.e. writing a reflective log: students will identify a daily incident that they experienced, then document a (1 – 2 page) description of the experience, what they learned, what more they have to learn, how they can learn it, and how the new learning can be applied to practice. Finally, students will present and compare their writings with each other. The tutor will also provide feedback.	1	
Learning theories	Lectures	1	Dr. Qazi Imtiaz
Learning styles	Lecture	1	Dr. Khwaja Amir
	Small group learning session; i.e. students individually fill out a (1 – 2 page) learning style inventory, and then compare and discuss their own learning style with others in the group. Finally they should discuss and find out/devise what is the best learning strategy (strategies) to suit their own learning style(s).	1	
Introduction to assessment methods used in medical education and their rationale	Lecture	1	Dr. Mazen K. Qato
Peer learning and peer assessment	Lecture	1	Dr. Alzaharani
How to give and receive feedback?	Lecture	1	Dr. M. Alrukban

Topic	Teaching and learning method	Time (hours)	Tutor Name
How to make an effective presentation?	Lecture	1	Dr. M. Alrukban
	Student presentation in small groups; i.e. each group will come prepared with a PowerPoint presentation, on a topic of their choice, containing 6 to 8 slides. They will present during the learning session for 10 minutes. The others will provide constructive feedback after each presentation for 5 minutes	1	
eLearning	Lecture	1	Mr. Waqas Sami
	Small group learning session (1 – 2 page write up) i.e. students will search for information on “current methods on prevention of diabetes” and compare their information with other members of the group. They will identify the information that they have not retrieved and will search for it using electronic sources.	1	
Critical and lateral thinking	Lecture	1	Dr. Fahim Haider
Continuing professional development (CPD)	Lecture	1	Dr. M. Alrukban
	Assignment (1) at least 1000 words write up: ‘One of your friends who is smoker and studies in an Engineering College. He would like to quit smoking, and needs your help as he heard that there are some medications which may help him in quitting smoking.’ Apply Kolb's Cycle (all steps), to learn about this scenario and how you can help your friend. (Demonstrate your understanding of reflective learning in CPD).		
How to excel in an examination: answering written examination questions?	Lecture	1	Mr. Waqas Sami
	Large group learning session: i.e. students will first answer a mock structured essay question, given by the tutor (30 minutes). Then they will exchange their answers and mark their neighbour’s answer according to marking scheme given by the tutor. Finally, all will discuss about the strategies for scoring maximum marks.	1	
Professionalism as a student	Lecture	1	Dr. M. Alrukban
Evidence-based practice	Lecture	1	Dr. M. Ashraf
	Assignment (2) at least 1000 words write up: i.e. write a learning agreement showing how your day to day activities can be informed and improved by evidence-based practice. A relevant literature search on an aspect related to the chosen activity should also be incorporated to this assignment.	Self-study hours (both time tabled time and not time tabled time)	
Clinical learning	Lecture	1	Dr. M. Ashraf
Total Hours		30	

Total credits (based on 15 hours per 1 credit)

: 2 credits

TEACHING AND LEARNING METHODS IN DETAIL

This section provides an elaboration of the teaching and learning methods given under the 'teaching and learning plan' above. Thus, there will be a detailed description and a step-wise guide as to how should the following methods be applied.

- A. Interactive lectures
- B. Small group learning sessions (including student presentations)
- C. Large group learning sessions
- D. Assignments

However, the material that the students will produce during some of these activities will be also used for continuous assessment purposes.

A. INTERACTIVE LECTURES

INTRODUCTION

Interactive lectures are similar to the lectures used in all other Modules of this curriculum. They are, however, not the didactic lectures used in the past.

PROCESS

The lecturer will involve the students in active discussion, and may provide brief learning activities during the lecture to achieve the learning objectives stated under each topic. Occasionally, there will be more than one lecture to achieve all the learning objectives given under one topic. Students could take notes during a lecture, but the lecture slides will be available on Blackboard (i.e. the learning management system of the university).

B. SMALL GROUP LEARNING SESSIONS

INTRODUCTION

These are activities carried out by each student. How the activity should be carried out has been clearly instructed under each topic in the 'teaching and learning plan' above.

PROCESS

1. The students will be divided into groups of 10.
2. Each group will be facilitated by a tutor.
3. The students have to carry out the activity according to the instructions given in the 'teaching and learning plan' above.
4. Except in the student presentations, after all other activities the students will write a short summary of the activity, summarising what they have learned during the session.

5. These summaries will be submitted to the Medical Education Department within one week after the activity and these will be used for continuous assessment purposes as detailed under 'assessment' below.
6. The student presentation will be again used for assessment purposes as detailed under 'assessment' below.

C. LARGE GROUP LEARNING SESSIONS

INTRODUCTION

Here the students will gather in a lecture hall, as if for a lecture, and will individually answer a mock examination question. The purpose of this session is to train students how to write answers to structured essay questions. Hence, this activity is not used for continuous assessment purposes.

PROCESS

The process is clearly delineated in the 'teaching and learning plan' under the relevant activity.

D. ASSIGNMENTS

INTRODUCTION

There are two assignments in the module. One is under 'Continuing Professional Development' and the other is under 'evidence-based practice'. Assignments are a 1000 word write-up by each student on the topic indicated under these lesson topics. As stated at the beginning of this section, although these are stated under 'teaching and learning methods' they are used for both learning and assessment.

The assignments are learning agreements. This means that the students write what they could implement on a future date, possibly when they get the opportunity to work/learn in the clinical setting.

PROCESS

The student should:

1. Write according to the directions given in both topics.
2. Discuss how such learning experiences could have been better responded to, using the theory learned under a given topic.
3. Attempt to address as many objectives of the topic as possible.
4. Provide a short summary of the write-up at the end (not more than 200 words, which is included in the 1000 words of the assignment)

5. Use the independent guided learning sessions in the curriculum to write the assignments. Most of the time these sessions will not be sufficient or other learning can take place during these sessions. So, the students should use their after hours to complete the assignments.
6. Submit each assignment they write, within one week after the topic is taught, to the Medical Education Department. The assignment will be marked according to the criteria given under 'assessment'.

ASSESSMENT

This Module comprises two types of assessment.

- A. Continuous assessment – these assessments will take place throughout the course. They are mostly based on course work. A proportion of marks (60%) from these assessments will contribute to the final summative Module assessment.
- B. Final assessment – This is the end of the course assessment, and will be based on specific learning activities and short essay questions held under formal examination conditions. A proportion of marks (40%) from this assessment will contribute to the final summative mark of the Module assessment.

CONTINUOUS ASSESSMENT

- A. The students will write
 - a. an assignment or
 - b. a short summary on each small group activity (i.e. except the large group session) they carry out following a certain important topic has been covered.
- B. The students will deliver an oral presentation that will be marked by the tutor using “presentation assessment form” (annexure I)

For activity under “A” the student will be marked out of 5, using the global scale below.

Rating	Description
1	Not well written. No objectives or very few relevant objectives (i.e. that can be covered through the activity) are addressed.
2	Few relevant objectives are addressed (i.e. that can be covered through the activity).
3	There are gaps in the write up. Not all the relevant objectives (i.e. that can be covered through the activity) are addressed.
4	Written appropriately. Most of the relevant objectives (i.e. that can be covered through the activity) are addressed.
5	Very well written. Almost all of the relevant objectives (i.e. that can be covered through the activity) are addressed comprehensively.

FINAL ASSESSMENT

It will be based on specific learning activities (assignments, presentations etc) and Short Essay Questions (there shall be 5 SEQ's and students will be given choice to attempt any 2).

The total marks for both continuous and final assessment will be the course mark for this course. A candidate who scores more than 60 will be deemed to have passed this course.

WEIGHTAGE FOR CONTINUOUS AND FINAL ASSESSMENT

A. CONTINUOUS ASSESSMENT: 60%

Activity	Weightage	Description
Small Group Learning Sessions	50% Total SGLS = 5 (10 % each)	The students will individually submit a 1 - 2 page summary write up within one week to the concerned tutor after taking the lecture.
Large Group Learning Session	10%	Practice Examination: The students will be given a short essay question and they have to individually answer it in 30 minutes time.

B. FINAL ASSESSMENT: 40%

Activity	Weightage	Description
Presentations	10%	The students will individually present a topic of their choice prepared on PowerPoint for 10 minutes containing 6 – 10 slides.
Assignments	Total = 2 (5 % each)	Each student will write a 1000 word write-up and submit it to the concerned tutors: Assignment 1: To be submitted Four weeks before the final examination. Assignment 2: To be submitted 2 weeks before the final examination.
Short Essay Questions	20%	The students will formally sit for final examination based on short essay questions. There shall be 5 SEQ's and students will be given choice to attempt any 2.

EVALUATION & QUALITY ASSURANCE PROCESSES

Any new course, or for that matter any old course, needs constant reviewing and monitoring to ensure that it meets the demands placed on it by the overall curriculum. This curriculum is no exception. Hence, there will be a number of evaluation strategies employed by the Module. They are as follows.

1. Lecture evaluation by students
2. Peer evaluation, where a staff member or invitee may visit a particular teaching and learning activity and provide feedback on its conduct.
3. Faculty evaluation by students
4. Overall student evaluation by faculty
5. Student feedback at the end of the Module, seeking student comments on both teaching and learning, and assessment, along with views on the general course organization and implementation.
6. Analysis of the students' examination results
7. External reviews.

RESOURCE MATERIAL

1. Cottrell, S. (2003). **The Study Skills Handbook**. 2nd ed. Palgrave MacMillan, New York, USA.
2. Fleming L. (1997). **Reading for Thinking**. 2nd ed. Houghton Mifflin Company, Boston, USA.
3. Wong L. (1994). **Essential study skills**. 2nd ed. Houghton Mifflin Company Boston, USA.
4. Bruning HR, Schraw GJ, Ronning RR. (2004). **Cognitive psychological instruction**. 3rd ed. Merrill Prentice Hall, New Jersey, USA.
5. Bernstein DA, Clarke-Stewart A, Penner LA, Roy EJ, Wickens CD. (2000). **Psychology**. 5th ed. Houghton Mifflin Company, Boston, USA.

TUTORS NAMES & CONTACT INFORMATION

Serial No	Name of Tutor	Email Address
1	Dr. M. Al Rukban	mrukban@hotmail.com
2	Dr. Fahim Haider Jaffery	fahimjafari@gmail.com
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PRESENTATION FORM – STUDENT ASSESSMENT BY TUTOR

Name of the Activity:		Topic:		Module:	
Student Name:		Student ID:			

Category		Excellent 5	Very Good 4	Good 3	Accepted 2	Poor 1
CONTENT	Title					
	Introduction					
	Objectives					
	Amount and Depth of the Information					
	Organization of Information					
	Structure of the Presentation					
	Clarity and Understanding					
TECHNIQUE	Slide Shape and Design					
	Linguistic ability					
	Signposting					
	Eye Contact					
	Movement					
	Appearance and Body Gesture					
	Time Management					
DELIVERY	Usage of Visual Aids & Illustration					
	Confidence					
	Interested and Motivated					
QUESTIONS	Audience Engagement					
	Response to questions					
SUMMARY	Summarized the presentation					
Total		(/ 100)				

Additional Comments (if any):

Evaluator's Signature's _____

Date: _____

Student's Signature's _____

Date: _____