



Principles of studying medicine

Block PSM-101

Study Guide



**FACULTY OF MEDICINE
SOHAG UNIVERSITY
2024-2025**

Prepared by

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Block specification

A-Basic Information

Program on which the course is given: Bachelor of Medicine and Surgery (M.B., B.Ch.).

Elements (major or minor) of the program: (undergraduate):

Departments offering the course: Medical education development department & training center

Academic year/level: 1st year, 1st semester.

Date of specification approval: 2024/2025

⊗ **Title:** Principles of Studying Medicine.

⊗ Code: PSM -101

⊗ Credit points: 1.5

⊗ Lecture: 8 hours

⊗ Practical: 14hours

⊗ Student learning activities: 15 hours {self-directed learning (SDL), group discussion & quiz} 8 hours formative.

⊗ Total: 45 hours

Block Map of: Principles of studying medicine

Block	Point s	days/week	Learning Activities		
			Contact hours/poin ts	Formative assessment/feedback	Assignment
Principles of Studying Medicine	1.5	45 hrs. /1week hours/week	22 hours/ 0.75 point	0.25 point	0.5 point

B- Professional Information

1- Block aims

⊗ **Overall aim of the block:**

The aim of this module is to prepare the new entrants to the Medical School to get acquainted with the study of medicine and help the students to become familiar with the learning environment in higher education emphasizing the principles of adult learning, the new learning modalities, and the use of English and applications of principles of medical terminology.

2-Intended Learning Outcomes

At the end of this block, the students will be able to:

A- Knowledge and understanding:

- A1. Recognize the basic principles of Adult Learning.
- A2. Identify college policies and procedures.
- A3. Recognize the role of Intended Learning Outcomes (ILOs) in directing the learning process.
- A4. Identify the core competencies/ILOs expected to be achieved by the end of their undergraduate medical education.
- A5. Discuss the concept and approaches of student-centered learning.
- A6. Recognize the e-learning system of the Faculty and the Faculty communication and e- mailing system.
- A7. Point out the word root from which a medical term is coined.
- A8. Tell an appropriate medical term that can replace a long phrase.
- A9. Apply the general rules of medical terminology to the study of different organ systems of the body.
- A10. Identify common methods used for assessing student performance in medical education and how to respond appropriately.
- A11. Identify different sources of stress experienced by medical students and possible coping strategies to alleviate stress.
- A12. Recognize students' role in course and program evaluation.

B) Intellectual skills:

- B1. Determine their strengths and weaknesses in relation to personal study skills, using a specially designed questionnaire.
- B2. Plan an approach to strengthen their problem areas.
- B3. Construct a medical term using its basic units.

C) Psychomotor Skills:

- c1. Demonstrate ability to present information to a group of colleagues at a basic starting level.
- c2. Use automatic scoring sheet appropriately to solve an Objective Written Exam.
- c3. Retrieve information and data from the Internet efficiently with more emphasis on medical portals.
- c4. Use the Faculty e-learning portal in their study and communication with each other and with their professors.

c5. Apply the general rules of medical terminology to the study of the different organ systems of the body.

D) General and transferable skills:

- D1. Cooperate with his colleagues, tutors and teaching staff to accomplish group work duties effectively and solve issuing problems.
- D2. Practice self and peer to peer appraisal and evaluation using a checklist.
- D3. Practice the general rules of medical terminology to the study of the different organ&systems of the body.

- D4. Prepare and deliver an effective PowerPoint presentation using appropriate medical terms.

3-NARS Competencies covered by the block

NARS areas covered by the block

The competency areas of the NARS- Medicine competency framework are

- 1- The graduate as a health care provider.
- 2- The graduate as a health promoter.
- 3- The graduate as a professional.
- 4- The graduate as a scholar and scientist.
- 5- The graduate as a member of the health team and a part of the health care system.
- 6- The graduate as a lifelong learner and researcher.

Sub competencies

- 1.1 Take and record a structured, patient centered history.
- 1.2 Adopt an empathic and holistic approach to the patients and their problems.
- 1.3 Assess the mental state of the patient.
- 1.4 Perform appropriately-timed full physical examination of patients, appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive.
- 1.5 Prioritize issues to be addressed in a patient encounter.
- 1.6 Select the appropriate investigations and interpret their results taking into consideration cost/ effectiveness factors.

4- Course Content

		Topics to be Covered		
List of Topics		No. of Weeks	ILOs	Contact Hours
A. Lectures				
1	Welcome from Dean and Vice dean	1 st	A1,2,3	1 hour
2	NARS, outline of the whole program	1 st	A4,5,6	1 hour
3	Introduction to Medical terminology	1 st	A1,2,3,4,5 B1	1 hour

4	Pertaining to medical terminology	1 st	A2,4,6,8,10 B2	1 hour
5	Suffix and prefix	1 st	A8,9,11,12	1 hour
6	Levels of organizations body structure	1 st	A4,5 B3	1 hour
7	Anatomical directional terms	1 st	A6,7,8B3	1 hour
1	Revisions and Exam	1 st		1 hour
TOTAL		1 Weeks		8 hours
B. Practical Sessions				
1	How to prepare and present assignment	1 st	C1,2	2 hours
2	Techniques for Learning	1 st	C3,4	3 hours
3	Developing your academic writing skills	1 st	C5	3 hours
4	Computer skills	1 st	C4	3 hours
5	Identification of the faculty supporting programs for students	1 st	A2,3,4,5 B 2,3 C3, D 2	3 hours
TOTAL		1 Weeks		3
Self Directed Learning (SDL)				
	How to prepare and present assignment	1 st	D1,2	
	Techniques for Learning	1 st	D3,4	
	Developing your academic writing skills	2 nd	D1,3	
	Self-assessment in medical terminology	2 nd	D2,3	
	15 hours			

Assignments/ learning activities:

#	Title of Activities	Week number	% of points
1	SDL 1	1 st	
2	SDL 2	1 st	
3	SDL3	1 st	
4	SDL4	1 st	

Formative assessment and Assignments

This is used to monitor student's learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

It's given at least once in the form of quizzes that is made available for the students at the E-learning site at the end of the block.

Answers are presented instantly after the attempts and discussed on the students groups or in person with the teaching staff

Questions should be consistent with the level of the final exam. The student's attendance is a condition for entering the summative exams. The electronic or paper achievement file must be used to follow up on the students' evaluation, and its completion is a condition for entering the final exams

Course components (total contact hours and credits per semester):							
	Lecture	Practical	*SDL	Tutorial (Discussion)	Formative	Quiz	Total
Total Hours	8	14	15	-	8		45
Credit	0.75				0.25	0.5	1.5

***Not included in contact hours.**

4- Teaching and learning Methods

- 1- Lectures for knowledge and intellectual skill outcomes.
- 2- Practical sessions to gain practical skills.
- 3-Self-directed learning (SDL) for the topics studied in lectures or related topics, including E learning (questions of different topics available online for student's assessments) and consulting professors for

gathering of information.

5- Student Assessment

Assessment task	Proportion of Total Assessment	Marks
Final Exams (50%MCQs + 50% modified essay questions and Short answer questions)	100 %	23

5- List of references (Recommended books)

1. Power point handout
2. Essential readings:

ABC of Learning and Teaching in Medicine Edited by:
Peter Cantilon

Senior lecturer in medical informatics and medical
education, National University of Ireland, Galway , Republic
of Ireland LINDA Hutchinson Director of education and
workforce development and consultant Paediatrician,
University Hospital Lewisham and

DIANA WOOD

Director of Medical education, University of Cambridge
School of Clinical Medicine, Addenbrookes Hospital,
Cambridge 2003 BMJ Publishing Group

6- Facilities required for teaching and learning

- 1- Data show for power point presentations.
- 2- Computer club in the Faculty with net access.

Blueprint							
List of Topics		ILO S	Contact Hours	Wt.	End of block	Portofio/ assignments	Final Exam
Lectures							
1	Introduction to Medical terminology	A1, 2,3, 4,5 B1	1 hours	20%	X	X	4
2	Pertaining to medical terminology	A2,4, 6,8,10 B2	1 hours	20%	X	X	5
3	Suffix and prefix	A8,9,11,12	1 hours	20%	X	X	5
4	Levels of organizations body structure	A4,5 B3	1 hours	20%	X	X	4
5	Anatomical directional terms	A6, 7,8 B3	1 hours	20%	X	X	5
Total			5	100%	X	X	23

1- Topic outlines

Lecture (1) Introduction to Medical terminology	
By the end of the lecture the student will be able to: • Define medical terms. • Recognize component of the medical term. • Differentiate between medical and non-medical terms. Content of the lecture ▪ Introduction to PSM ▪ Definitions ▪ Component of medical term.	
Sources	
❖	Power point handout

Lecture (2) Pertaining to medical terminology	
By the end of the lecture the student will be able to: ▪ Identify the Basic Steps of Medical Term Analysis. ▪ Formulate a correct medical term. ▪ Transform from the general non-medical expression to a medical expression. Content of the lecture ▪ Basic Steps of a combining form. ▪ Word roots.	
Sources	
❖	Power point handout

Lecture (3) Suffix and prefix	
By the end of the lecture the student will be able to: • Identify different suffixes and prefixes. • Select the suitable suffixes or prefixes to the medical term according to the desired meaning. Content of the lecture	

- Suffix
- Prefix

Sources
Power point handout

Lecture (4) Levels of organizations and body structure
By the end of the lecture the student will be able to: • Identify different levels of living organization • Recognize body structures Content of the lecture • cell • tissue •organ •system •organism
Sources
❖ Power point handout

Lecture (5) Anatomical directional terms
By the end of the lecture the student will be able to: The normal anatomical position to describe the body parts. Anatomical planes and directions. Content of the lecture ▪ Anatomical position. ▪ Anatomical planes. ▪ Anatomical directional terms.
Sources
Power point handout

9- Block timetable

All sessions are held in the big lecture halls

Day/Tim	1 st week	1 st week	1 st week	1 st week	1 st week
Lectures	Lecture 1	Lecture 2	Lecture 3	Lecture 4	Lecture 5
Practical	Practical 1	Practical 2	Practical 3		

10- Declarations

Block Contributor	Name	Signature	Date
Principle Coordinator:	Ass. Prof. Marwa Shabaan Hashim Dr. Hend Mohammed Ahmed Salman		2024-2025