

(PSY- 420)

STUDY GUIDE

Sohag University Faculty of Medicine

Prepared by

Department of:

Psychiatry and Neurology

Under supervision of

**Medical Education Centre Faculty
of Medicine**

Sohag University

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Contact Information of Staff Responsible for Block (PSY-420)

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Basic Information about the Block

● **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:**

Psychiatry and Neurology

Academic. year/level:

4th year, seven semester .

⊖ **Title:** psychiatry

⊖ **Code:** PSY - 420

⊖ **Credit points:** 4

⊖ **Lecture:** 18 hours

⊖ **Practical:**18 hours

⊖ **Case based discussions:**18 hours

⊖ **Student learning activities: Portfolio :** (30)

Formative assessment (4)

⊖ **Total contact hours :**88 hours

Block Map of: Principles of studying medicine

Block	points	days/week	learning activities		
			contact hours/points	formative assessment/feedback	assignment
Block PSY - 420	4	3 weeks	75 hours 2.5 points	0.5 point	1 point

Professional Information

Block Aims

Overall Aims

1. This block aims to provide students with fundamental knowledge and clinical skills that enable him/her to detect, manage and/or refer common and important **psychiatric disorders**.
2. By the end of the blocks, the students will be able to take informative history, perform appropriately timed mental state examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive , do some clinical procedures and interpret important investigations related to **psychiatric disorders**.
3. By the end of the blocks, the students will be able counsel patients and their families about common **psychiatric disorders**

NARS areas covered by the block

The competency areas of the NARS- Medicine competency framework is

- 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.

I- Sub competencies

Competency Area 1: The graduate as a health care provider:

- 1.10. Integrate the results of history, physical examination and laboratory test findings into a meaningful diagnostic formulation.
- 1.11 Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.
- 1.12 Adopt strategies and apply measures that promote patient safety.
- 1.13 Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions.

Competency Area II: The graduate as a health promoter

- 2.4 Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.
- 2.5 Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.

Competency Area III: The graduate as a professional

- 3.5 Ensure confidentiality and privacy of patients' information.
- 3.6 Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.

II- Intended Learning Outcomes:

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

A- Knowledge and Understanding:

A1- . By the end of the blocks, the students will be able to take informative history, perform appropriately timed mental state examination of patients appropriate to the age, gender, and clinical presentation of the patient while being culturally sensitive, do some clinical procedures and interpret important investigations related to psychiatric disorders.

A2- By the end of the blocks, the students will be able counsel patients and their families about common psychiatric disorders

B- Intellectual Skills:

B1 1- Identify the normal sleep cycle

B2- Describe EEG, ENG, and physiologic phenomenon associated with each stage of sleep

B3- Categorize different sleep disorders and describe what is known about their causes and management

B4- identify risk factors to develop psychotic disorder 3- Identify factors affecting prognosis of schizophrenia

B5- describe the presentation, diagnostic criteria, and treatment approaches to anxiety disorders, including panic, obsessive compulsive disorder, acute stress, and generalized anxiety disorders

B6- Differentiate conversion disorders factitious disorders and malingering 2- answer questions about somatic symptoms, illness anxiety and body dysmorphic disorders.

B7- List the diagnostic criteria and treatment approaches for major mood disorders including major depressive, bipolar, cyclothymic and persistent depressive

disorders

B8- Differentiate delirium, dementia, and psychosis

B9-- List the cause of delirium and describe diagnostic workup

B10-- Define neurocognitive disorder and mild cognitive disorder

C-Professional and Practical Skills:

C1- Describe the diagnosis and treatment of childhood disorders likely to present to a psychiatrist, including attention deficit hyperactivity disorder, childhood conduct disorder, oppositional defiant disorder, childhood anxiety , and Tourette syndrome

C2-List the approach to treating childhood enuresis.

C3- List the diagnostic criteria and treatment approaches for major mood disorders including major depressive, bipolar, cyclothymic and persistent depressive disorders

C4- Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.

C5-Respect the different cultural beliefs and values in the community they serve.

C6- Treat all patients equally, and avoid stigmatizing any category regardless of their social, cultural, ethnic backgrounds, or their disabilities

C7-Ensure confidentiality and privacy of patients' information

C8-. Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.

C9- Recognize and manage conflicts of interest.

C10- Refer patients to appropriate health facility at the appropriate stage.

D- General and Transferable Skills:

D1-Recognize the important role played by other health care professions in patients' management

D2- Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities and engaging in shared decision making for effective patient management.

D3- Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports collaborative work.

D.4 Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.

D.5 Communicate effectively using a written health record, electronic medical record, or other digital technology.

D.6 Evaluate his/her work and that of others using constructive feedback.

D.7 Recognize own personal and professional limits and seek help from colleagues and supervisors if necessary.

D.9 Use health informatics to improve the quality of patient care.

D.10 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.

D.12 Demonstrate accountability to patients, society, and the profession.

Learning Methods

1- Lectures for knowledge outcomes.

2- Practical (Bedside/skill lab)sessions to gain clinical skills

3- Group discussions(Case – based) .

Methods of Student Assessment

1. Formative:

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 once weekly and the answers are presented and discussed immediately with you after the assessment.

2. Summative

It is used to evaluate student’s achievements at the end of an instructional unit The grades tell whether the student achieved the learning goal or not.

The student’s performance will be assessed according to the following:

Assessment task	Type of assessment	Proportion of total assessment	
		%	Marks
Midterm	MCQ (best answer)	20%	16 marks
Portfolio		10%	8 marks
Final exam	MCQ (75%) and Short answer & modified short essay(25%)	40%	32 marks
OSCE Final(practical)	Typical OSCE stations using standardized, real or skill lab encounters	30%	24 marks
Total		100%	80

Blueprint of the block

Psy-420 Lecture-Blueprint								
No	Title of Topics	ILOs	Contact hours	Weight	Total marks	End of the block	Final exam	
							MCQs	Short answer & modified short essay
1	Sleep disorders	A1,A2 B1- B10	1	8.3%	4		4	
2	Schizophrenia and other psychotic disorders	A1,A2	2	12.5%	6	4	2	
3	Anxiety disorders	B1- B10	2	12.5%	6	4	2	
4	Somatic symptoms and related disorders	A1,A2	1	8.3%	4		4	
5	Depressive disorders	B1- B10	2	10.4%	5	4	1	
6	Bipolar disorders	A1,A2	2	10.4%	5	4	1	
7	Substance use disorders	B1- B10	1	8.3%	4		4	
8	Psychiatric disorders presented during childhood	A1,A2	2	10.4%	5			5
9	Neurocognitive disorders	B1- B10	2	10.4%	5		2	3
10	OCD and related disorders	A1,A2	1	8.3%	4		4	
Total			18		48	16	24	8

Psy-420 Practical session-Blueprint					
No	Title of Practical session	ILOs	Contact hours	Weight	Marks in practical exam
1	Focused history of symptoms of psychiatric disorders	C1,C2,D1,D2,D3	2	16.6%	4
2	Focused mental state examination	C3,C4,C5, D5, D6	2	16.6%	4
3	Focused history and mental state examination of schizophrenic disorder patient	C6, C7, C8 D7,D8	2	16.6%	4
4	Focused history and mental state examination of patient with mood disorder	C8-C10 D9-D12	2	16.6%	4
5	Focused history and mental state examination of anxiety disorder patient	C8-C10 D9-D12	2	20.8%	5
6	Focused mental state Examination of OCD	C8-C10 D9-D12	1	12.5%	3
Total			11		24

Lecture Outlines

Lectures (1) **Normal sleep and sleep disorders**

Specific learning Objectives:

By the end of the lecture the student will be able to :

- 1- Identify the normal sleep cycle
- 2- Describe EEG, ENG, and physiologic phenomenon associated with each stage of sleep
- 3- Categorize different sleep disorders and describe what is known about their causes and management

Contents:

- 1- Definition and Normal sleep
- 2- REM and NREM Sleep and sleep architecture
- 3- Characteristics of sleep from infancy to old age
- 4- Neurotransmitters and functions of sleep
- 5- Sleep disorders classifications and diagnostic features

Lectures (2) **Schizophrenia and other psychotic disorders**

Specific learning Objectives:

By the end of the lecture the student will be able to :

List the diagnostic criteria and treatment approaches to schizophrenia and other psychotic disorders

2- Identify risk factors to develop psychotic disorder

Identify factors affecting prognosis of schizophrenia

Contents:

- 1-Epidemiology of schizophrenia
- 1-Diagnostic criteria of schizophrenia according to DSM-5
- 3-Risk factors and Course of schizophrenia
- 4-Clinical presentation of schizophrenic disorders
- 5-Differential diagnosis
- 6-Factors affecting prognosis
- 7-Treatment approaches

Lectures (3)

Anxiety disorders

Specific learning Objectives:

By the end of the lecture the student will be able to :

1- describe the presentation, diagnostic criteria, and treatment approaches to anxiety disorders, including panic, obsessive compulsive disorder, acute stress, and generalized anxiety disorders

Contents:

- 1-Definition of anxiety
- 2-Epidemiology
- 3-Classification and clinical presentation of subtypes of anxiety disorders

Lectures (4)

Somatic symptoms and related disorders

Specific learning Objectives:

By the end of the lecture the student will be able to :

1- Differentiate conversion disorders, factitious disorders and malingering

2- answer questions about somatic symptoms, illness anxiety and body dysmorphic disorders.

Contents:

- 1-Definition and terminology
- 2-Epidemiology
- 3-Etiology
- 4-Basic approaches to medically unexplained symptoms
- 5-Diagnostic criteria of illness anxiety disorder according to DSM-5
- 6-Differentiation between different types of somatoform disorders
- 7-Prevention

Lecture (5, 6)

Depressive , bipolar disorders and related disorders

Specific learning Objectives:

By the end of the lecture the student will be able to :

1- List the diagnostic criteria and treatment approaches for major mood disorders including major depressive, bipolar, cyclothymic and persistent depressive disorders

2- Describe the presentation of mood disorders related to triggering and phenomenon, including seasonal pattern, grief, peri/postpartum, and death and dying

Contents:

- 1- Definition and classification of mood disorders according to DSM-5
- 2- Criteria for diagnosis of each type of mood disorders
- 3- Clinical presentation of different type of mood disorder
- 4- Differential diagnosis
- 5- Outline of treatment and prophylaxis

Lectures (7)

Substance use disorders (SUD)

Specific learning Objectives:

By the end of the lecture the student will be able to :

- 1- Describe the neuroanatomy of substance related and addictive disorders
- 2- Present the epidemiology of addictive disorders
- 3- Describe the behavioral approach and pharmacologic approaches to treating addict.

Contents:

- 1- Neuroanatomy and neurotransmitters of reward system
- 2- Definitions
- 3- Risk factors/ etiology
- 4- Diagnostic tests
- 5- Signs and symptoms of intoxication and withdrawal of common substance of abuse
- 6- Management plane and prevention of addiction

Lectures (8)

Psychiatric disorders presented during childhood

Specific learning Objectives:

By the end of the lecture the student will be able to :

- 1- Describe the degrees of intellectual disability and expected level of functioning.
- 2- Describe the presentation of autism spectrum disorder.

Describe the diagnosis and treatment of childhood disorders likely to present to a psychiatrist, including attention deficit hyperactivity disorder, childhood conduct disorder, oppositional defiant disorder, childhood anxiety , and Tourette syndrome.

- 4- List the approach to treating childhood enuresis.

Lectures (9)
Neurocognitive disorders

Specific learning Objectives:

By the end of the lecture the student will be able to :

- 1- Differentiate delirium, dementia, and psychosis
- 2- List the cause of delirium and describe diagnostic workup
- 3- Define neurocognitive disorder and mild cognitive disorder

Contents:

- 1-Clinical features of delirium and dementia
- 2-Etiology of delirium and dementia
- Differentiation between delirium and dementia
- 4-Mild cognitive impairment

Lectures (10)
OCD

Specific learning Objectives:

By the end of the lecture the student will be able to :

Integrate the results of history, mental state examination and laboratory test findings into a meaningful diagnostic formulation.

- 2- Select the appropriate investigations.

Construct appropriate management algorithm (both diagnostic and therapeutic) for patients with OCD

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Exam	Final (60%)	Practical (40%)	Total
PSY-420 Exam	48	32	80
Total	48	32	80