

## Course Specification Card for Professional Development 3 line

College	College of Medicine	Department	Medical Education		
Course Name (English)	Professional Development 3 line	Course Name (Arabic)	التنمية المهنية ٣		
Course Number	1000306	Course Code	1000306		
Credit Hrs.	5	Contact Hrs.	Theoretical	Practical	T
Teaching Language	English <input checked="" type="checkbox"/> Arabic <input type="checkbox"/>		46	65	109
Teaching Method	<input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Online <input type="checkbox"/> Blended				
Course Nature	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective				
Course Type	<input type="checkbox"/> University Requirement <input checked="" type="checkbox"/> College Requirement <input type="checkbox"/> Program Requirement				
Level	Year 3	Pre-Requisite(s)	Professional Development 2		

### Course Description

PD3 line course is a continuation of the professional development 1 and 2 lines which is designed to provide training for the students into developing as medical professionals. This course is designed to guide students through their development as medical professionals. The objectives are formulated in line with the latest CANMEDS and SAUDIMEDS framework: a successful integration of the roles defined by the CANMEDS produces a competent medical professional. In fact, professionalism is also one of the CANMEDS competencies. Providing understand of patient safety concepts and how they are integrated into the daily work of health care is critical in providing safe patient care.

### Topics

1. Attributes of Professionalism
2. Disciplinary cases
3. Safe Surgery Saves Lives
4. engaging with patients and carers
5. Law & Professionalism: What physician need to know
6. Understanding and managing clinical risk
7. The safety as a part of Competencies
8. Global Health
9. Mentor Line

### Learning Outcomes

- Explain concepts of medicine and attributes of professionalism
- Outline awareness of patient challenges expectations and whether they are matching with the care given by practitioners in health-related fields
- Interpret fundamental patient safety principles to the need of health care institutions and individuals
- Apply risk management, and show how to discover patient perceptions, thoughts regarding treating and giving the needed care
- Demonstrate effective communication skills in professional medical manner in presenting the relevant values in moral judgment, with emphasis on teamwork skills.
- Develop and implement a suitable plan of care for different patient mal practice complaints in a shared view with patients, relatives and peers.
- Apply the principles of teamwork dynamics, leadership processes, ethics, professional and legal standards to support patient safety.
- Utilize research skills and reflective methodologies to design and present E-poster on medical Professionalism.

Assessment Tools	<input type="checkbox"/> Periodic Exams	%	<input type="checkbox"/> Short Exams	%	<input type="checkbox"/> Final Exam	%
	<input type="checkbox"/> Individual Assignments	%70	<input type="checkbox"/> Group Assignments	%30	<input type="checkbox"/> Oral Participations	%
Main Reference	<ul style="list-style-type: none"> <li>▪ WHO patient safety curriculum</li> <li>▪ <a href="http://whqlibdoc.who.int/publications/2011/9789241501958_eng.pdf">http://whqlibdoc.who.int/publications/2011/9789241501958_eng.pdf</a></li> <li>▪ Global Health 101 ; By Richard Skolnik. Publisher: Jones &amp; Bartlett Publishing Burlington MA, US. 2nd Edition 2012</li> <li>▪ Professional Development line three Manual</li> </ul>					
Supporting References	<ol style="list-style-type: none"> <li>1. WHO patient safety solutions. <a href="http://www.who.int/patientsafety/events/07/02_05_2007/en/">http://www.who.int/patientsafety/events/07/02_05_2007/en/</a></li> <li>2. World Health Report 2010 (Financing Universal Access) ; Executive Summary <a href="http://www.who.int/whr/2010/10_summary_en.pdf">www.who.int/whr/2010/10_summary_en.pdf</a> European commission patient safety and quality of health care full report Apr.2010 CAN MED 2015 <a href="http://www.royalcollege.ca/portal/page/portal/rc/canmeds/canmeds2015">http://www.royalcollege.ca/portal/page/portal/rc/canmeds/canmeds2015</a> Professionalism and Medicines social contract with society by Sylvia R.Cruess &amp; Richard L.Cruess CORE ATTRIBUTES OF (MEDICAL) PROFESSIONALISM From: Teaching Medical Professionalism by: Richard L. Cruess, Sylvia R. Cruess and Yvonne Steinert Cambridge University Press, 2009</li> <li>3.Runciman W, Merry A, Walton M. Safety and ethics in health-care: a guide to getting it right, 1st ed. Aldershot, UK, Ashgate Publishing Ltd, 2007.</li> <li>4 .Reason JT. Human error. New York, Cambridge University Press, 1990.</li> <li>5 .Reason JT. Human error: models and management. British Medical Journal, 2000, 320:768–770.</li> <li>6 .Reason JT. Beyond the organisational accident: the need for “error wisdom” on the frontline. Quality and Safety in Health Care, 2004, 13:28–33.</li> <li>7 .Friedman RC, Kornfeld DS, Bigger TJ. Psychological problems associated with sleep deprivation in interns. Journal of Medical Education, 1973, 48:436-441.</li> <li>8 .Landrigan CP et al. Effect of reducing interns’ working hours on serious medical errors in intensive care units. New England Journal of Medicine, 2004, 351:1838–1848.</li> <li>9 .Dawson D, Reid K. Fatigue, alcohol and performance impairment. Nature, 1997, 388:235.</li> <li>10 .Leonard C et al. The effect of fatigue, sleep deprivation and onerous working hours on the physical and mental well being of preregistration house officers. Irish Journal of Medical Sciences, 1998, 176:22–25.</li> <li>11 .Larson EB. Measuring, monitoring, and reducing medical harm from a systems perspective: a medical director’s personal reflections. Academic Medicine, 2002, 77:993–1000.</li> <li>12 .Flin R et al. Measuring safety climate in health care. Quality and Safety in Health Care, 2006. 11td, 2000.</li> <li>13 .Root cause analysis. Washington, DC, Veterans Affairs National Center for Patient Safety, United States Department of Veterans Affairs (<a href="http://www.va.gov/NCPS/curriculum/RCA/index.html">http://www.va.gov/NCPS/curriculum/RCA/index.html</a>; accessed 20 February 2011).</li> <li>14 .University of Washington Center for Health Sciences. Best practices in patient safety education module handbook. Seattle, University of Washington Center for Health Sciences, 2005.</li> <li>15 .Institute for Safe Medication Practices. Error prone conditions can lead to student nurse related medication mistakes. Medical News Today, 20 October 2007 (<a href="http://www.medicalnewstoday.com/articles/86983.php">http://www.medicalnewstoday.com/articles/86983.php</a>; accessed 20 February 2011).</li> <li>16. Kohn LT, Corrigan JM, Donaldson MS, eds. To err is human: building a safer health system. Washington, DC, Committee on Quality of Health Care in America, Institute of Medicine, National Academies Press, 1999.</li> </ol>					

