

Course Specification Card for Professional Development Line 4

College	College of Medicine	Department	Family medicine		
Course Name (English)	Professional Development Line 4	Course Name (Arabic)	التنمية المهنية ٤		
Course Number	15650,15645	Course Code	1000406		
Credit Hrs.	5 hours	Contact Hrs.	Theoretical	Practical	T
Teaching Language	English <input checked="" type="checkbox"/> Arabic <input type="checkbox"/>		45		45
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 4	Pre-Requisite(s)	Pass in all blocks and Professional development lines –year 1,2 and 3		

Course Description

Training for the students and guide them through their development as medical professionals.
 Show professional attitude considering different medical, social, psychological, ethical and legal issues.
 Demonstrate commitment to reflective learning as well as application of medical knowledge.
 Define and steer their development in relation to the seven competences (in particular appropriate professional conduct)
 For the professional development course unit, students are organized into coaching groups. Coaching groups comprise a students and are supervised by a coach. There are 12 meetings all over the year on weekly basis .The main maximum of 10
 Must actively participate in the :points of the program for the Professional development course unit are that your students
 Prepare a portfolio and Have three individual interviews coaching group meeting ,

Topics

Orientation to professional development 4 line
 Coach Group Meeting 1 “Sick doctor”
 Coach Group Meeting 2 “A mistake, what should be done next?”
 Coach Group Meeting 3“Obese individual”
 Coach Group Meeting 4“Unexplained symptoms”
 Coach Group Meeting 5 “Mid- year progress interview” + CCDP for consultation line
 Coaching group choose their own topic” (research proposal about professional development related issue)
 Coach Group Meeting 7 “Collegiality and loyalty”
 Coach Group Meeting 8 “Dealing with death
 Coach Group Meeting 9 “Presentation of the science year assignment (research proposal)”
 Coach Group Meeting 10 “Final assessment interview”+CCDP for consultation line

Learning Outcomes

Know health needs of Saudi society and of an individual patient in the context of medical performance and dealing with the conflicts
 Recognize and conform with the main legal aspects in healthcare related situations
 Explain behavioral adjustments in order to promote his medical expertise and self-development
 Demonstrate professional self-management skills
 Show responsibility and autonomy in carrying out training related assignments
 Employs skills for communicating information, negotiating, and taking charge; considering different human behaviors under various conditions (psychological and social conditions).
 Apply the principles of quality health care (control, improvement and grantee) in practice
 Handle own mistakes, having the courage to admit them to peer, and being able to learn from them.

Assessment Tools	<input type="checkbox"/> Periodic Exams	%	<input checked="" type="checkbox"/> Short Exams	%25	<input type="checkbox"/> Final Exam	%
	<input checked="" type="checkbox"/> Individual Assignments	40%	<input checked="" type="checkbox"/> Group Assignments	25%	<input checked="" type="checkbox"/> Oral Participations	10%
Main Reference	<p>Coaching Student manual PD4 Coach manual PD4</p> <p>Consultation MacLeod's clinical examination 13th edition. Consultation textbook, Veening et.al Manuals: Student manual.</p>					
Supporting References	<p>EH, Marshall S, M Vitoliniš, Crandall SJ, Davis S, Miller D, et al. Measuring medical student attitudes and beliefs-regarding patient's who are obese. Acad. Med. 2013; 88: 282-9.</p> <p>Poustchi Y, Saks NS, Piasecki AK, KA Hahn, Ferrante JM. Brief effective intervention in reducing weight bias in medical students. Fam. Med. 2013; 45: 345-8.</p> <p>Osman A, Wardle A Caesar R. Online professionalism and Facebook-falling through the generation gap. Teacher MED 2012; 34 (8): e549-56.</p> <p>Chretien K, et al., Online or posting unprofessional content by medical students. JAMA 2009; 302 (12): 1309-15.</p> <p>R. van Staveren. Communicate Patient Focused. Guide to medical practice. Time Stream, 2010.</p> <p>Kushner TK, Thomasma DC (eds.) Ward Ethics:. Dilemmas for Medical Students and Doctors in Training. Cambridge University Press, 2001, reprint 2008 (Sec. 7 and 8).</p> <p>Young P, Thijssen C Boendermaker P. Sick doctors 1998. General Practice Law. 2002; 45: 8-10.</p> <p>Verhaak P, Meijer S, Fisher A, Wolters G. Unexplained chronic symptoms do not disappear forever. General practitioner and Science 2007; 2: 42-6.</p> <p>Parens E. On good and bad forms of medicalization. Bioethics 2013; 27: 28-35.</p> <p>Schuling J Conradi M. The doctor continues after a mistake? Jan 3, 1998.</p> <p>Croonen, H. Openness pays about medical errors. Medical Contact 17 Aug 2010.</p> <p>Spilker B. Quality of Life Assessments in Clinical Trials. New York: Raven Press, 1990.</p> <p>Musschenga AW. The relation between concepts or quality of life, health and happiness. The Journal of Medicine</p> <p>Electronic Materials :</p> <p>1-Medical professionalism- NHS- UK https://www.healthcareers.nhs.uk/explore-roles/doctors/medical-school/medical-professionalism</p> <p>2- Medical Professionalism- ABIM foundation https://abimfoundation.org/what-we-do/medical-professionalism</p> <p>3- THE LANCET : Medical professionalism in the new millennium: a physicians' charter https://www.thelancet.com/journals/lancet/article/PIIS0140673602076845/fulltext</p>					

