



QUETTA INSTITUTE OF MEDICAL SCIENCES

DEPARTMENT OF BEHAVIORAL SCIENCES



**Prepared By**  
Faculty of Behavioral Sciences

Study Guide  
Behavioural Sciences  
1<sup>st</sup> Year MBBS

## **VISION**

An efficient center of excellence for medical education, research and healthcare,  
Educating/qualifying healthcare professionals to serve communities thus  
contributing to the overall well-being of the society.

## **MISSION**

To prepare health professionals by providing comprehensive, high quality medical  
Education that fosters professional competence, logical thinking, ethical values  
and sense of social responsibility.

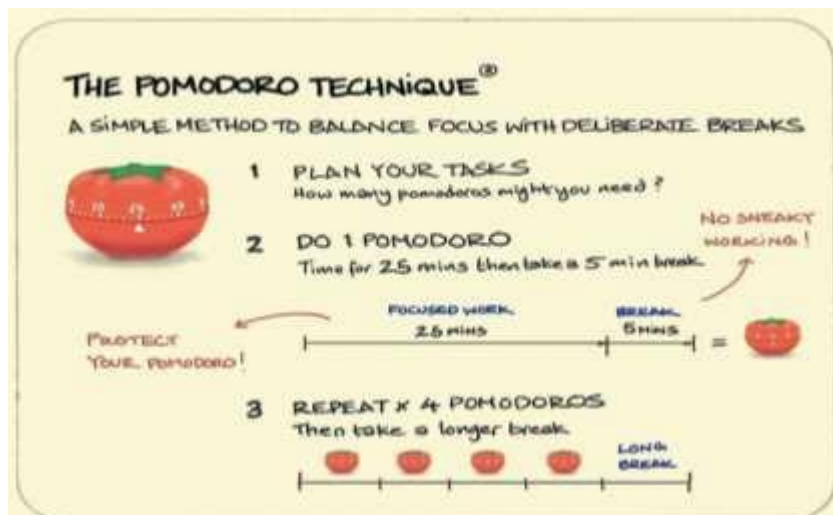
**List of Faculty**

<b>NAMES</b>	<b>DESIGNATION</b>
Ms. Yasmeen Jomezai	HOD
Dr. Salma Batool	Clinical Psychologist
Ms. Samreen Mullazai	Psychologist

**Section 1**  
**Management of**  
**Learning**

## FRAMEWORK FOR STUDYING

<b>Understanding the Basics</b>	<ol style="list-style-type: none"> <li>1. Read the textbook</li> <li>2. Take notes</li> </ol>	<ol style="list-style-type: none"> <li>1. Highlight key points</li> <li>2. Use mind maps or flowcharts</li> </ol>
<b>Active Learning</b>	<ol style="list-style-type: none"> <li>1. Active recall</li> <li>2. Spaced repetition</li> <li>3. Practice questions</li> <li>4. Create visual aids</li> </ol>	<ol style="list-style-type: none"> <li>1. Quiz yourself regularly</li> <li>2. Use flashcards or apps</li> <li>3. Join study groups</li> <li>4. Draw diagrams or charts</li> </ol>
<b>Effective study environment</b>	<ol style="list-style-type: none"> <li>1. Choose a quiet space</li> <li>2. Organize study materials</li> <li>3. Take breaks</li> </ol>	<ol style="list-style-type: none"> <li>1. Minimize distractions</li> <li>2. Use a study planner</li> <li>3. Practice time management</li> </ol>
<b>Effective time management</b>	<ol style="list-style-type: none"> <li>1. Create a study schedule</li> <li>2. Prioritize tasks</li> <li>3. Avoid procrastination</li> </ol>	<ol style="list-style-type: none"> <li>1. Set realistic goals</li> <li>2. Use time management techniques (Pomodoro Technique)</li> </ol>
<b>Seeking Help</b>	<ol style="list-style-type: none"> <li>1. Consult professors</li> <li>2. Utilize tutoring services</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't hesitate to ask questions</li> <li>2. Seek help early on</li> </ol>
<b>Self-Care</b>	<ol style="list-style-type: none"> <li>1. Prioritize sleep</li> <li>2. Healthy diet</li> <li>3. Regular exercise</li> <li>4. Manage stress</li> </ol>	<ol style="list-style-type: none"> <li>1. Aim for 7-8 hours of sleep</li> <li>2. Eat balanced meals</li> <li>3. Incorporate physical activity</li> <li>4. Practice relaxation techniques</li> </ol>



## **Overview of the Course**

**Course Title:** Behavioral Sciences

### **Course Description:**

This course explores the significance of behavioral sciences in clinical practice, focusing on the psychological and social factors influencing health and patient care. Students will learn stress management techniques, principles of professionalism in medicine, and the impact of cultural beliefs on healthcare. The course also covers key healthcare models and their applications in clinical decision-making, along with a comparative analysis of holistic and allopathic medical approaches. Through interactive discussions and case-based learning, students will develop skills essential for effective, patient-centered medical practice.

### **Course Objectives:**

#### **Course Learning Objectives**

By the end of this course, students will be able to:

1. **Understand the Role of Behavioral Sciences in Clinical Practice**
  - Explain the significance of behavioral sciences in understanding patient behavior, compliance, and treatment outcomes.
2. **Recognize and Manage Stress in Healthcare**
  - Identify sources of stress in medical practice and apply effective stress management techniques to enhance well-being and professional performance.
3. **Develop Professionalism and Medical Professionalism**
  - Define professionalism in medicine and demonstrate ethical behavior, communication skills, and professional responsibility in clinical settings.
4. **Differentiate Between Holistic and Traditional Allopathic Medicine**
  - Compare and contrast holistic approaches with traditional allopathic medicine in terms of treatment methods, patient engagement, and healthcare outcomes.
5. **Analyze the Relationship between Culture and Medical Practice**
  - Understand the influence of cultural beliefs on healthcare delivery and apply culturally competent practices in patient care.
6. **Apply Health Care Models in Clinical Practice**
  - Identify and evaluate different healthcare models and their practical applications in clinical decision-making and patient management.

## **Course Format**

### **Delivery Method:**

- ✓ In-person lectures

### **Class Schedule:**

- ✓ Meeting times and days

(Large Group Discussions on Friday 8:30 – 9:10)

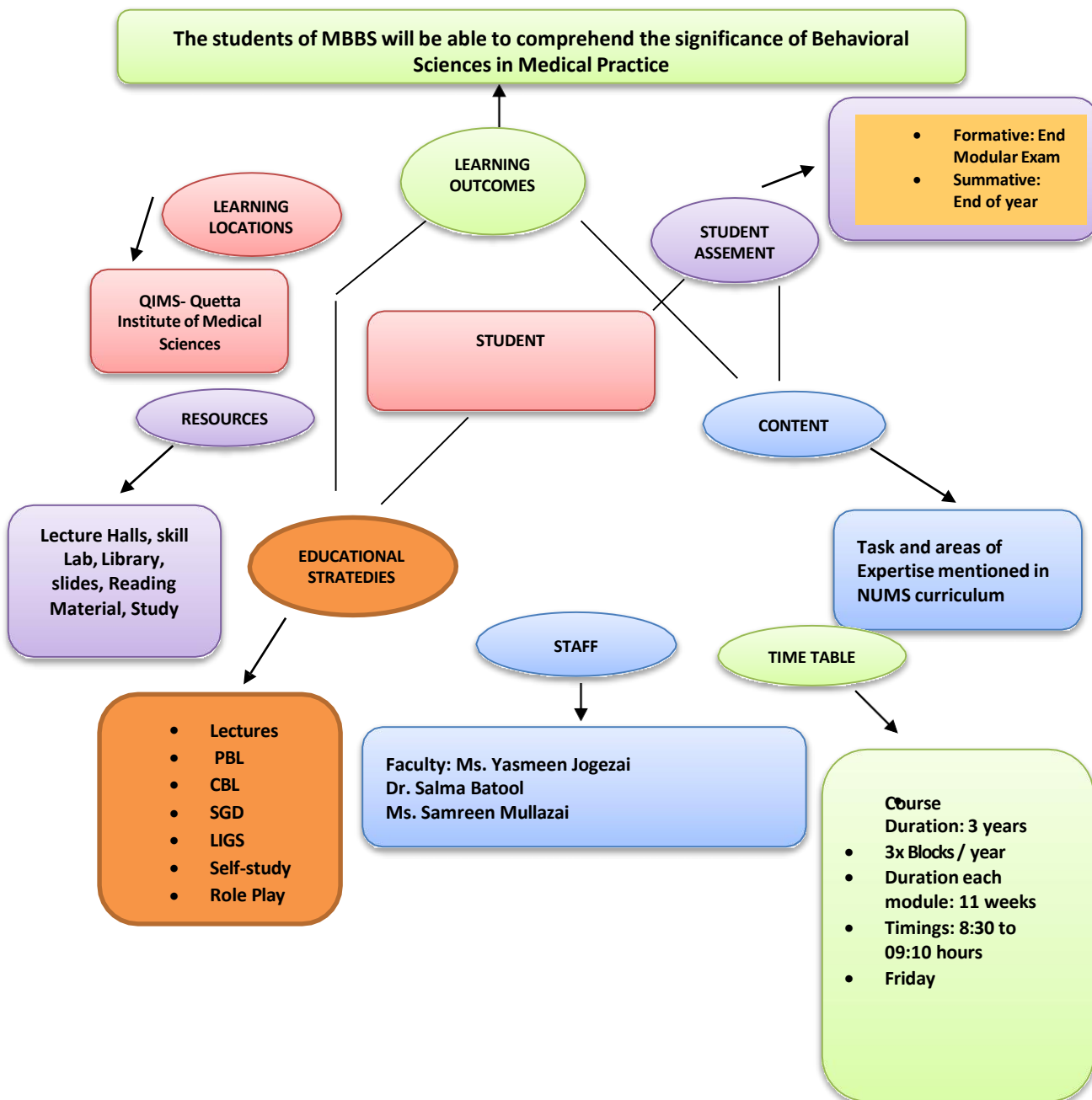
Team based learning on Monday, Tuesday, Wednesday and Thursday timings 13:30-15:00

- ✓ One year

- ✓ **Course Requirements:**

- ✓ Attendance policy (Students less than 75% attendance will not be allowed to submit their exam forms)
- ✓ Participation expectations ( Students are expected to participate fully, with 100% engagement)

## Curriculum Map



### **Proposed Contact Hours Distribution Year-1**

Total Contact Hours	50
Total lectures	28
TBLs	12
Quiz	3
Assignments	2
Revision	5

### **Educational Strategies**

- ✓ Interactive lectures
- ✓ Small group discussions
- ✓ Team Based Learning (TBL)
- ✓ Self-directed learning (SDL)
- ✓ Triadic Role-Play
- ✓ Video vignette

### **Textbook and Materials:**

- ✓ Behavioral Sciences Book by Mowadat H. Rana & Mansoor Mustafa.
- ✓ Fadem B. BRS 6<sup>th</sup> Edition Board Review Series.
- ✓ Introduction to Psychology 16<sup>th</sup> Edition by ATKINSON & HLGARD.

### **Assessment and Grading:**

- ✓ Students will be assessed at the end of each block. It will comprise of a theory examination having MCQs and SEQs from the topics covered in the block & a practical exam..
- ✓ Pre annual examination will be held at the end of academic year.
- ✓ Written paper on the pattern of professional examination from the complete curriculum.
- ✓ OSCE with interactive and static stations.
- ✓ Formative assessment will be done through mid-module tests.
  - ✓ The scores of all the above will contribute towards the weighting of the internal assessment i.e. 20% in 3rd professional MBBS Examination.

### **Annual Professional Examination**

- ✓ The University will take the 3rd professional Examination as per PMDC Guidelines at the end of the academic year.

- ✓ Annual Theory & Practical Examination will be of 100 marks for Behavioral Sciences each. The passing score is 50% in theory and practical separately.

## Course Policies

### Academic Integrity:

Correlation i.e. level 7 of Harden's level of Integration. The emphasis remains on disciplines or Subjects with subject-based courses taking up most of the curriculum time. The teaching is Discipline-based, topics are correlated and taught with clinical context for better understanding and Application of concepts.

### Competencies:

The focus of this curriculum is on the roles of a general physician as identified by PMDC. These are skillful, knowledgeable, community health promoter, critical thinker, professional and role Model, researcher and leader. Competencies focused in year III are:

1. Medical Knowledge
2. Problem solving
3. Communication skills
4. Professionalism
5. Researcher

### Late Assignments:

- ✓ Students must provide documentation to support their request for an exception.
- ✓ Grade penalties may result in a lower final grade.

### Attendance:

- ✓ Attendance requirements for final exam is 80 %.

### Disabilities:

Students must provide **official documentation** from a qualified mental health professional, such as a psychiatrist, psychologist, or clinical counselor. The documentation should:

- ✓ Clearly state the diagnosis (DSM/ICD criteria).
- ✓ Explain how the condition affects academic performance and functioning.
- ✓ Provide recommendations for accommodations.

### **Supportive Measures and Accommodations**

the department will offer **reasonable accommodations** to students with psychological disabilities based on their individual needs, ensuring compliance with institutional policies and laws including:

- ✓ Extended time for exams and assignments.
- ✓ Quiet, distraction-free testing environments.
- ✓ Note-taking assistance or recording of lectures.
- ✓ Reduced course load or flexible attendance policies (as appropriate).
- ✓ Scheduled breaks during long sessions or exams.
- ✓ Access to counseling and support services.

**Staff contacts**

1. Ms. Yasmeen Jomezai ([yasmeenjomezai@outlook.com](mailto:yasmeenjomezai@outlook.com))
2. Dr. Salma Batool ([samshah.pu38@yahoo.com](mailto:samshah.pu38@yahoo.com) )
3. Ms. Samreen Mullazai ([samreenmullazai@gmail.com](mailto:samreenmullazai@gmail.com))

## Block-1

### 1. Introduction to Behavioral sciences

#### Overview of Topic

This chapter focuses on understanding human behaviour and its impact on physical and mental health. It integrates concepts from psychology, sociology, and anthropology to address how behaviour influences health outcomes. This topic evaluates the role of behavioural sciences in clinical practice. The emphasis is on the differentiation between holistic vs. traditional Allopathic medicine. Culture and medical practice are also taken into account. The topic also integrates the health care model and their clinical applications including the bio psychological model, the integrated model and the public health model.



Learning Outcomes	Pre-requisites	Learning strategies	Assessment techniques	Learning Opportunities
<ul style="list-style-type: none"> <li>• Comprehend the significance of behavioural sciences in medical practice.</li> <li>• Recognize the impact of psychological, social, and cultural factors on health behaviours.</li> <li>• Demonstrate understanding of holistic and bio medicine model in clinical practice along with understanding of culture and Medical practice.</li> <li>• Comprehensive understanding of psychology, sociology and anthropology as well as biological determinants of health and disease in clinical practice, along with public health approach of primary and secondary prevention of disease and promotion of health.</li> </ul>	<ul style="list-style-type: none"> <li>• Fundamental knowledge of the brain and nervous system</li> <li>• Awareness of basic psychological concepts (e.g., cognition, emotion, motivation)</li> <li>• Understanding human development across the lifespan</li> <li>• Ability to evaluate information logically and objectively</li> <li>• Understanding of cause-and-effect relationships in human behavior.</li> <li>• Openness to questioning assumptions and biases</li> </ul>	<p><b><u>ALG</u></b> Active Learning Group</p> <p><b><u>Role Play</u></b> "Behind the Mask"</p>	<ol style="list-style-type: none"> <li>1. OSCE</li> <li>2. Case Presentation</li> <li>3. Case Vignettes with Psychological Questions</li> </ol>	<p>Role -Playing and simulations</p>

## 2. Stress and its Management

### Overview of Topic

Stress management refers to a range of strategies and techniques aimed at helping individuals cope with and reduce stress. It involves understanding the sources of stress, recognizing its effects on physical and mental health, and applying various methods to manage or alleviate stress. This topic integrates the types of stress including job related stress, burn-out and responses to stress management.



<ul style="list-style-type: none"> <li>• Understand the physiological and psychological effects of stress on the body and mind.</li> <li>• Identify common sources of stress in personal, academic, and work-related environments.</li> <li>• Learn and apply various stress-reduction techniques (e.g., relaxation exercises, mindfulness, and meditation).</li> <li>• Develop time management skills to effectively prioritize tasks and reduce stress.</li> <li>• Recognize the role of physical activity and a healthy lifestyle in stress management.</li> <li>• Understand the importance of social support networks and communication in coping with stress.</li> <li>• Apply cognitive-behavioural strategies to challenge and reframe stress-inducing thoughts.</li> <li>• Develop strategies for maintaining a healthy work-life balance and preventing burnout.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the physiological and psychological effects of stress.</li> <li>• Differentiating between eustress (positive stress) and distress (negative stress)             <ul style="list-style-type: none"> <li>• Knowing common stressors (work, relationships, finances, health, etc.)</li> </ul> </li> <li>• Recognizing personal stress triggers</li> <li>• Identifying physical, emotional, and behavioral stress responses.</li> <li>• Understanding coping mechanisms currently in use.</li> </ul>	<p><b><u>ALG</u></b> Active Learning Group</p> <p><b><u>Role Play</u></b> "Behind the Mask"</p>	<p><b><u>1.</u></b> OSCE</p> <p><b><u>2.</u></b> Case Presentation</p> <p><b><u>3.</u></b> Case Vignettes with Psychological Questions</p>	<p><b>1.</b> Case-Based Learning</p>
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### 3. Understanding Behavior

#### Overview of Topic

Understanding behaviours through senses, perception, attention, concentration, memory, thinking, and communication involves examining how we receive, process, and respond to information from the world around us. Senses and the associated sense organs (allow us to gather information about our environment. Perception is how we interpret sensory information. It's influenced by past experiences, expectations, cultural backgrounds, and attention. Attention and concentration shape how we interact with the world, including what we notice and how deeply we process information. Memory involves encoding, storing, and retrieving information. Thinking encompasses problem-solving, reasoning, decision-making, and creativity. Communication is the exchange of information through verbal, non-verbal, and written means. It shapes behaviour by influencing relationships, learning, and decision-making.



- Analyse human behaviour and other factors affecting health and disease by enhancing doctor's own learning and clinical skills.
- Understand the role of each sense in gathering information.
- Recognize how sensory input influences behaviour and decision-making.
- Analyse how individuals interpret sensory data based on past experiences and expectations.
- Identify how perception can vary between individuals or cultures.
- Explore how attention impacts learning, performance, and behaviour.
- Recognize different types of memory and how they affect behaviour.
- Understand how memory retrieval influences decision-making and problem-solving.
- Learn how cognitive processes like reasoning and problem-solving shape behaviour.
- Understand the impact of verbal and non-verbal communication on relationships and behaviour.
- Recognize barriers to effective communication and strategies for improving it.

1. A basic understanding of psychology, including cognition, emotion, motivation, and learning, is essential. Knowledge of human development.
2. Familiarity with the biological basis of behavior, including neurobiology and neurotransmitters, is crucial for linking physiological processes to mental health.
3. Understanding common behavioral disorders such as anxiety, depression, and personality disorders aids in patient assessment.

**1.**  
**LGIS**  
Large Group  
Interactive  
Sessions

1. MCQs
- 2.**  
SEQs

**1.**  
**Project**  
"From Classroom  
to Community"

#### 4. Individual Differences

##### Overview of Topic

Understanding individual differences in intelligence and personality helps explain how people vary in their abilities, behaviours, and how they approach life challenges. Intelligence refers to the capacity to learn, reason, problem-solve, and adapt to new situations. On the other hand personality refers to the unique and enduring patterns of thoughts, feelings, and behaviours that define an individual. Emotions, motivation, and learning are interconnected processes that shape behaviour. Neurobiological mechanisms, including brain structures and neurotransmitters, drive these behaviours, while psychological theories explain how individuals interpret and react to these experiences. Together, they provide a comprehensive understanding of how emotions, motivation, and learning are interconnected and influenced by both neurobiological and psychological factors.



- Understanding and assess types of human personality and phases of personality development along with intelligence.
- Recognize the role of genetics, environment, and culture in shaping intelligence.
- Comprehend the key theories of personality (e.g., Big Five, psychodynamic, social learning theories).
- Understand how personality traits (e.g., openness, conscientiousness, and extraversion) influence behaviour and life outcomes.
- Understanding the complex interplay of brain and behaviour.
- Identify the brain structures involved in motivation.
- Apply motivational theories (e.g., Maslow’s hierarchy of needs, Self-Determination Theory) to explain human behaviour.
- Understand the neurobiological processes that support learning, such as synaptic changes and long-term potentiation.
- Recognize the role of brain regions like the hippocampus in memory and learning

1. A fundamental grasp of psychology, including personality theories, intelligence, and temperament, is essential.
2. Knowledge of genetics and the biological basis of behavior helps in understanding inherited traits and their influence on individuality.
3. Awareness of environmental and social factors, including culture, upbringing, and life experiences, is crucial for recognizing variations in behavior.

1. **LGIS**  
Large Group Interactive Sessions
2. **SGD**  
Small Group Discussions
3. **Role Play**

1. **MCQs**
2. **SEQs**
3. **OSCE**

1. **Role-Playing and Simulations**

#### Block-3

#### 5- Metacognitive Strategies for Medical Students

##### Overview of Topic:

Metacognition involves the ability to monitor, control, and reflect on how one learns and solves problems. This skill helps students assess their understanding, make decisions about which strategies to use, and recognize when they need to

##### Goal-Setting and Planning

*Maria is a second-year psychology student who struggled in her last semester. Despite putting in long hours of*

adjust their approach in medical settings. Metacognition is crucial in medical education and personal growth because it enables people to become more self-directed and effective learners, improving problem-solving abilities and adaptability across various tasks.

*studying, she often felt overwhelmed and unsure if her efforts were effective. Her recent grades didn't reflect the time she spent studying, leaving her feeling discouraged. After consulting her academic advisor, Maria realized she needed a structured approach to set goals and plan her study sessions more effectively.*

<ul style="list-style-type: none"> <li>Understanding the importance of metacognitions and phases of metacognitions in medical students.</li> <li>Medical students become better at monitoring their understanding and adjusting their study strategies.</li> <li>Recognize the importance of enhanced Problem-Solving Skills by evaluating their thought processes and solutions.</li> <li>Gaining deeper understanding and retention like self-testing and active recall that can in turn foster better retention and a deeper understanding of complex medical concepts.</li> </ul>	<ol style="list-style-type: none"> <li>A basic understanding of cognition, including memory, attention, and problem-solving, is essential.</li> <li>Familiarity with different learning styles and self-regulated learning helps in adapting study techniques effectively.</li> <li>Knowledge of goal-setting and time management enhances the application of metacognitive strategies.</li> </ol>	<ol style="list-style-type: none"> <li><b>LGIS</b> Large Group Interactive Sessions</li> <li><b>SGD</b> Small Group Discussions</li> <li>Role Play</li> </ol>	<ol style="list-style-type: none"> <li>MCQs</li> <li>SEQs</li> <li>OSCE</li> </ol>	<ol style="list-style-type: none"> <li>Role-Playing and Simulations</li> </ol>
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**6- Professionalism and its attributes in Medical Setting**


**Overview of the Topic:**  
 Medical Professionalism focuses on the key principles and behaviours expected of medical professionals in their practice. It emphasizes the importance of maintaining high ethical standards, demonstrating compassion, and showing respect for patients, colleagues, and the healthcare system. Key components include ethical practice, compassion and empathy, accountability, commitment to continuous learning, effective communication skills, and professional appearance and behaviour. This foundational knowledge ensures that healthcare professionals foster a positive, effective, and ethical practice environment



<ul style="list-style-type: none"> <li>Understand the core principles of medical professionalism, including ethics,</li> </ul>	<ol style="list-style-type: none"> <li>A foundational understanding of medical ethics,</li> </ol>			
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<p>accountability, and respect.</p> <ul style="list-style-type: none"> <li>Recognize the importance of maintaining patient confidentiality and trust.</li> <li>Integrating the role of effective communication skills for interacting with patients and healthcare teams.</li> <li>Assess the role of empathy and compassion in patient care.</li> <li>Recognize the importance of on-going education and professional development.</li> <li>Develop an awareness of the professional behaviours and appearance expected in medical settings.</li> <li>Understand the impact of professionalism on patient outcomes and healthcare quality.</li> </ul>	<p>including principles like autonomy, beneficence, non-maleficence, and justice, is essential.</p> <ol style="list-style-type: none"> <li>Knowledge of professional responsibilities, including patient confidentiality, informed consent, and duty of care, helps in ethical decision-making.</li> <li>Understanding teamwork and interprofessional collaboration is necessary for effective healthcare delivery.</li> </ol>	<ol style="list-style-type: none"> <li>LGIS</li> <li>ALG</li> <li>Discussions</li> </ol>	<ol style="list-style-type: none"> <li>Case Presentation</li> <li>MCQs</li> <li>SEQs</li> <li>SAQs</li> </ol>	<ol style="list-style-type: none"> <li>Reflective Journaling</li> <li>Project-Based Learning</li> </ol>
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**7. Introduction to Leadership and Management and Its Importance in Medical Setting**

<p><b>Overview of the Topic:</b>  Leadership is the ability to guide, influence, and inspire individuals or groups toward achieving a common goal. It involves setting a vision, making decisions, and motivating others while fostering collaboration and trust. It is the ability to guide, influence, and inspire individuals or groups toward achieving a common goal. It involves setting a vision, making strategic decisions, and fostering collaboration to drive success.</p>				
<ul style="list-style-type: none"> <li>Demonstrate effective communication and active listening skills.</li> <li>Apply problem-solving and decision-making strategies in leadership scenarios.</li> <li>Develop emotional intelligence to enhance team dynamics and motivation.</li> <li>Exhibit conflict resolution and negotiation skills.</li> </ul>	<ol style="list-style-type: none"> <li>Familiarity with core management principles, including planning, organizing, and decision-making, is crucial for effective healthcare delivery.</li> <li>Knowledge of communication skills, conflict resolution, and team dynamics is necessary for managing healthcare teams.</li> </ol>	<ol style="list-style-type: none"> <li>LGIS</li> <li>ALG</li> <li>Discussions</li> </ol>	<ol style="list-style-type: none"> <li>Case Presentation</li> <li>MCQs</li> <li>SEQs</li> <li>SAQs</li> </ol>	<ol style="list-style-type: none"> <li>Reflective Journaling</li> <li>Project-Based Learning</li> </ol>



## QUETTA INSTITUTE OF MEDICAL SCIENCES

### Behavioural Sciences

#### 1<sup>st</sup> year Lectures

Sr.N	Date /Day Friday (8:30-9:10)	Instructor	Topic
1	February 21 <sup>st</sup>	Dr Salma Batool	Significance of Behavioural Sciences in clinical practice (1)
2	February 28 <sup>th</sup>	Dr. Salma Batool	Stress and its Management (1)
3	March 7 <sup>th</sup>	Dr. Salma Batool	Introduction to professionalism and medical Professionalism (2)
4	March 21 <sup>th</sup>	Ms. Yasmeen Jomezai	Differentiate: 1. Holistic Vs Traditional Allopathic Medicine 2. Culture & Medical Practice (1)
5	March 28 <sup>th</sup>	Ms. Yasmeen Jomezai	Health Care Models and their Clinical Applications (2)
6	April 11 <sup>th</sup>	Dr. Salma Batool	Sensation and sense organs
7	April 18 <sup>th</sup>	Dr. Salma Batool	Perception
8	April 25 <sup>th</sup>	Dr. Salma Batool	Attention and concentration
9	May 2 <sup>nd</sup>	Dr. Salma Batool	Memory
10	May 9 <sup>th</sup>	Dr. Salma Batool	Thinking
11	May 16 <sup>th</sup>	Dr. Salma Batool	Communication
<b>Block-1 Exams (26<sup>th</sup> May 30<sup>th</sup> May)</b>			
1	June 6 <sup>th</sup>	Ms. Samreen Mullazai	Intelligence
<b>Eid Holidays 7<sup>th</sup> June 15<sup>th</sup> June</b>			
2	June 20 <sup>th</sup>	Ms. Samreen Mullazai	Personality Development
3	June 27 <sup>th</sup>	Ms. Samreen Mullazai	Personality Development
4	July 4 <sup>th</sup>	Ms. Samreen Mullazai	Personality Development
5	July 11 <sup>th</sup>	Ms. Samreen Mullazai	Describe Neurobiological and Psychological Basis of Behavior
6	July 18 <sup>th</sup>	Ms. Samreen Mullazai	Emotions
7	July 25 <sup>th</sup>	Ms. Samreen Mullazai	Motivation/need/ drive
8	August 1 <sup>st</sup>	Ms. Samreen Mullazai	learning
9	August 8 <sup>th</sup>	Ms. Samreen Mullazai	Metacognitive Strategies for Medical Students (1)
<b>Block-II Exams (11<sup>th</sup> August 15<sup>th</sup> August)</b>			

1	August 22 <sup>nd</sup>	Ms.Samreen Mullazai	Attributes of Medical Professionals
2	August 29 <sup>th</sup>	Yasmeen Jomezai	Foundations of Leadership & Management
3	September 5 <sup>th</sup>	Yasmeen Jomezai	Medical Leadership
4	September 12 <sup>th</sup>	Yasmeen Jomezai	Self-Management
5	September 19 <sup>th</sup>		Quiz
6	October 3 <sup>rd</sup>		Revision
7	October 10 <sup>th</sup>		Revision
8	October 17 <sup>th</sup>		Revision

**Block-III Exams (28<sup>th</sup> October 24<sup>th</sup> October)**

Sr.No	Date / Day/ Time	Teacher	Topic
1	April 15 <sup>th</sup>	Miss Samreen Mullazai	Introduction to Leadership and Management and Its Importance in Medical Setting
2	April 18 <sup>th</sup>	Miss Samreen Mullazai	Introduction to Leadership and Management and Its Importance in Medical Setting
3	April 25 <sup>th</sup>	Miss Samreen Mullazai	Rights and responsibilities of patient
4	May 2 <sup>nd</sup>	Miss Samreen Mullazai	Psychological reaction -Doctor patient relationship
5	May 9 <sup>th</sup>	Miss Samreen Mullazai	Psychological reaction -Doctor patient relationship
6	May 16 <sup>th</sup>	Miss Samreen Mullazai	Meta cognations
7	May 23 <sup>rd</sup>	Miss Samreen Mullazai	Attributes of medical professionalism
8	September 5 <sup>th</sup>	Miss Samreen Mullazai	Attributes of medical professionalism
9	September	Miss Samreen Mullazai	Attributes of medical professionalism
10	September	Miss Samreen Mullazai	Attributes of medical professionalism
11	September	Miss Samreen Mullazai	Revision
12	October	Miss Samreen Mullazai	Revision

• Total lectures 28
• TBLs 12
• Quiz 3
• Assignment 2
• Revision 5

## Case Studies Corner

Sarah, a 35-year-old marketing manager, has been feeling overwhelmed at work for the past few months. Her workload has increased significantly, and she's often expected to meet tight deadlines while managing multiple projects. As a result, Sarah feels constantly stressed, has trouble sleeping, and is experiencing increased irritability. She also feels like she's neglecting her personal life and is constantly preoccupied with work. As a Doctor how will you deal with the situation?

Maria, a 28-year-old teacher, reports experiencing sudden episodes of intense fear accompanied by a racing heart, chest tightness, dizziness, and sweating. These episodes occur unpredictably, lasting around 10 minutes, and began two months ago in a crowded mall. Maria now avoids crowded places and has missed work out of fear of another attack. Physical exams and cardiac tests are normal, but she feels stressed by work and family obligations.

Ali, a 25-year-old medical student, visits the university health clinic complaining of persistent fatigue, difficulty concentrating, and frequent headaches. He reports feeling tired throughout the day despite getting what he believes is enough sleep at night.

Sara, a 20-year-old university student, is struggling with her psychology coursework. Despite spending hours reading her textbook and taking detailed notes, she performs poorly on exams. She often feels frustrated, believing she studies hard but doesn't retain the information.



**1. What does Behavioural Science primarily study?**

- A) The study of diseases and pathogens
- B) The interactions between individuals and their environment
- C) The physical structure of the brain
- D) The genetic makeup of individuals

**2. What is the best definition of metacognition?**

- A) The ability to memorize facts quickly.
- B) The process of thinking about one's own thinking.
- C) The capacity to multitask effectively.
- D) The use of external tools to enhance learning.

**3. Which of the following is an example of a behavioural factor affecting health?**

- A) Regular exercise
- B) Genetic predisposition
- C) Environmental pollutants
- D) Air pressure

**3. What is the most likely cause of this medication error?**

- A) Lack of patient education
- B) Medication name similarity
- C) Poor lighting
- D) Patient refusal

**4. Behavioural sciences contribute to health by:**

- A) Teaching medical procedures
- B) Understanding how human behaviour influences health outcomes
- C) Diagnosing physical illnesses
- D) Identifying chemical imbalances in the body

**5. An 88 year old male patient has elected to receive palliative care rather than get a heart transplant for his severe heart failure. The interprofessional team understands his decision is likely due to his \_\_\_\_\_.**

- A) Perception of his quality of life.
- B) Request for physician-assisted suicide
- C) Distrust of the healthcare system
- D) Ability to cope with the disease

**5. What is the process of encoding in memory?**

- a) Storing information for later use
- b) Converting sensory input into a form that can be processed by the brain
- c) Retrieving information from long-term memory
- d) Deleting unnecessary information

**6. Perception is best described as:**

- a) The process of interpreting sensory information
- b) The ability to recall past events
- c) The process of encoding information into memory
- d) The ability to focus attention on a particular stimulus

**7. What is at the foundation of a person's professionalism?**

- a) Clinical competence
- b) Ethics and moral practices
- c). Technical skills
- d) Humanism

**8. Which of the following is an example of top-down processing?**

- a) Recognizing a face in a crowd based on prior knowledge of the person
- b) Identifying a pattern on a piece of paper without knowing its meaning
- c) Reacting to a loud sound without thinking
- d) Identifying an object by its shape and size alone



**QUETTA INSTITUTE OF MEDICAL SCIENCES**  
**DEPARTMENT OF MEDICAL EDUCATION**

<b><u>1<sup>ST</sup> YEAR MBBS- 14<sup>TH</sup> BATCH (SESSION 2025) ACADEMIC</u></b> <b>CALENDAR</b>		
<b>ACADEMIC/EXTRA-CURRICULAR ACTIVITIES</b>	<b>FROM</b>	<b>TO</b>
COMMENCEMENT OF NEW SESSION	10 <sup>TH</sup> FEBURARY 2025	
<b>BLOCK I (02+12+01=15 WEEKS)</b>		
INTRODUCTION TO MEDICINE (2 WEEKS)	10 <sup>TH</sup> FEBURARY	21 <sup>ST</sup> FEBURARY
CELL STRUCTURE & FUNCTIONS (5 WEEKS)	24 <sup>TH</sup> FEBURARY	28 <sup>TH</sup> MARCH
<b>EID-UL-FITR HOLIDAYS</b>	29 <sup>TH</sup> MARCH	6 <sup>TH</sup> APRIL
CELL STRUCTURE & FUNCTIONS (2 WEEKS)	7 <sup>TH</sup> APRIL	18 <sup>TH</sup> APRIL
MSK-I (5 WEEKS)	21 <sup>ST</sup> APRIL	23 <sup>RD</sup> MAY
<b>EOB-I EXAM (1 WEEK)</b>	<b>26<sup>TH</sup> MAY</b>	<b>30<sup>TH</sup> MAY</b>
<b>LABOUR DAY</b>	<b>1<sup>ST</sup> MAY 2025</b>	
<b>BLOCK II (9+1=10 WEEKS)</b>		
CARDIOVASCULAR SYSTEM (1 WEEK PRE-EID)	2 <sup>ND</sup> JUNE	6 <sup>TH</sup> JUNE
<b>EID-UL-ADHA HOLIDAYS</b>	7 <sup>TH</sup> JUNE	15 <sup>TH</sup> JUNE
CARDIOVASCULAR SYSTEM-I (8 WEEKS POST-EID)	16 <sup>TH</sup> JUNE	8 <sup>TH</sup> AUGUST
<b>EOB-II EXAMS (1 WEEK)</b>	<b>11<sup>TH</sup> AUGUST</b>	<b>15<sup>TH</sup> AUGUST</b>
<b>INDEPENDENCE DAY HOLIDAY</b>	<b>14<sup>TH</sup> AUGUST 2025</b>	
<b>BLOCK III (09+01+02=12 WEEKS)</b>		
RESPIRATORY SYSTEM-I (4 WEEKS)	18 <sup>TH</sup> AUGUST	12 <sup>TH</sup> SEPTEMBER
MSK-II (5 WEEKS)	15 <sup>TH</sup> SEPTEMBER	17 <sup>TH</sup> OCTOBER
<b>EOB-III EXAMS (1 WEEK)</b>	<b>20<sup>TH</sup> OCTOBER</b>	<b>24<sup>TH</sup> OCTOBER</b>
PRE-ANNUAL EXAM PREP LEAVES (1 WEEK)	27 <sup>TH</sup> OCTOBER	31 <sup>ST</sup> OCTOBER
<b>PRE-ANNUAL EXAMS (2 WEEKS)</b>	<b>3<sup>RD</sup> NOVEMBER</b>	<b>14<sup>TH</sup> NOVEMBER</b>
PREP LEAVE FOR ANNUAL EXAMS (3 WEEKS)	15 <sup>TH</sup> NOVEMBER	7 <sup>TH</sup> DECEMBER
<b>ANNUAL/PROF EXAM DATE BY NUMS</b>	<b>8<sup>TH</sup> DECEMBER 2025</b>	



**Copy to**

- Principal QIMS
- Comdt/VP QIMS
- Concerned HODs &
- Student Affair

**Department of Medical education**  
 Training Program  
**1<sup>st</sup> year MBBS (Venue: Lecture hall 6)**

Date /Time	08:30-09:20	09:20-10:00	10:00-10:40	10:40-10:50	10:50-12:10		1210-1220	12:20-13:30
Monday				Break			Break	<b><u>B.SCIENCES</u></b> <b><u>TBL</u></b>
Tuesday								<b><u>B.SCIENCES</u></b> <b><u>TBL</u></b>
Wednesday								<b><u>B.SCIENCES</u></b> <b><u>TBL</u></b>
Thursday					1050-1130	1130-1210		<b><u>B.SCIENCES</u></b> <b><u>TBL</u></b>
Friday	0830-0910	0910-0950	0950-1040		1050-1140			1140-1230
	<b><u>B.SCIENCES - LIGS</u></b>							

### **Personal comments by Authors:**

Studying behavioural sciences helps us understand the complexities of human thoughts, emotions, and actions. This knowledge is essential for building stronger relationships, improving communication and fostering a more empathetic society. I hope readers find this study guide informative, engaging and applicable to their everyday lives.

Stay curious and keep learning

Best regards,

*Ms. Yasmeeen Jomezai*

*HOD Behavioural Sciences*

We are excited to present this study guide on behavioural sciences, a field that constantly evolves and influences our understanding of human behaviour. This guide is designed to break down complex theories and concepts into accessible sections, making it easier for students and enthusiasts to engage with the material.

Our goal is to provide clear explanations and practical examples that highlight the relevance of behavioural sciences in everyday life. Whether you're preparing for exams, conducting research, or simply curious about human behaviour, I hope this guide serves as a valuable resource.

I encourage you to explore, question, and apply what you learn, as understanding behaviour can lead to meaningful insights and positive change in our communities.

Regards

*Dr. Salma Batool*

*Clinical Psychologist*

I am Thrilled to share my enthusiasm for behavioural sciences, a field that will transform your understanding of human behaviour and health. As a healthcare professional I have witnessed first-hand the power of behavioural Sciences in improving patient's outcomes and enhancing well-being.

What I find particularly compelling about behavioural sciences is its emphasis on empathy, communication and Counselling skills. By recognizing the intrinsic value of each individual's experience and perspectives, healthcare professionals can build trust, foster resilience and promote sustainable behaviour change.

Empower yourself with behavioural sciences knowledge, commit to professionalism and help create a good healthcare setting that fosters a humanity, respect and world-class care.

Kind Regards

*Ms. Samreen Mullazai*

*Psychologist & CBT Therapist*

## Reference Library

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