



QUETTA INSTITUTE OF MEDICAL SCIENCES
DEPARTMENT OF BEHAVIORAL SCIENCES



Study Guide (2nd Year)

Prepared By:

Faculty of Behavioral Sciences

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.

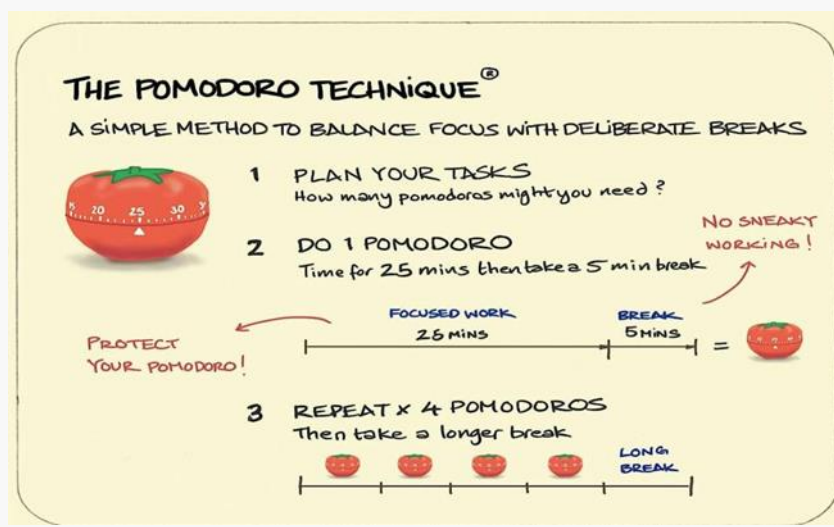
List of Faculty

NAMES	DESIGNATION
Ms. Yasmeen Jomezai	HOD
Dr. Salma Batool	Clinical Psychologist
Ms. Samreen Mullazai	Psychologist

Section 1
Management of Learning

FRAMEWORK FOR STUDYING

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



Overview of the Course

Course Title: Applied Behavioral Sciences

Course Description:

The Applied Behavioral Sciences course in MBBS emphasizes practical skills for understanding and influencing the human aspects of healthcare. It focuses on professionalism, ethical conduct, and leadership, guiding students in building trust-based doctor-patient relationships. The course includes training in psychosocial assessment to evaluate how psychological, social, and cultural factors affect patient health. Civic engagement is highlighted to foster a sense of community responsibility in future physicians. Additionally, it offers an introduction to psychiatry, equipping students with tools to recognize and manage mental health issues. These skills collectively prepare students to lead with empathy, make informed psychosocial evaluations, and act responsibly in both clinical and community settings.

Course Objectives:

At the end of this course, the student would be able to:

- Demonstrate professionalism, ethical conduct, and leadership to build trust-based doctor-patient relationships.
- Conduct psychosocial assessments that consider psychological, social, and cultural factors in patient health.
- Recognize and manage common mental health issues with foundational psychiatry knowledge.

Course Format:

Delivery Method:

- ✓ In-person lectures

Class Schedule:

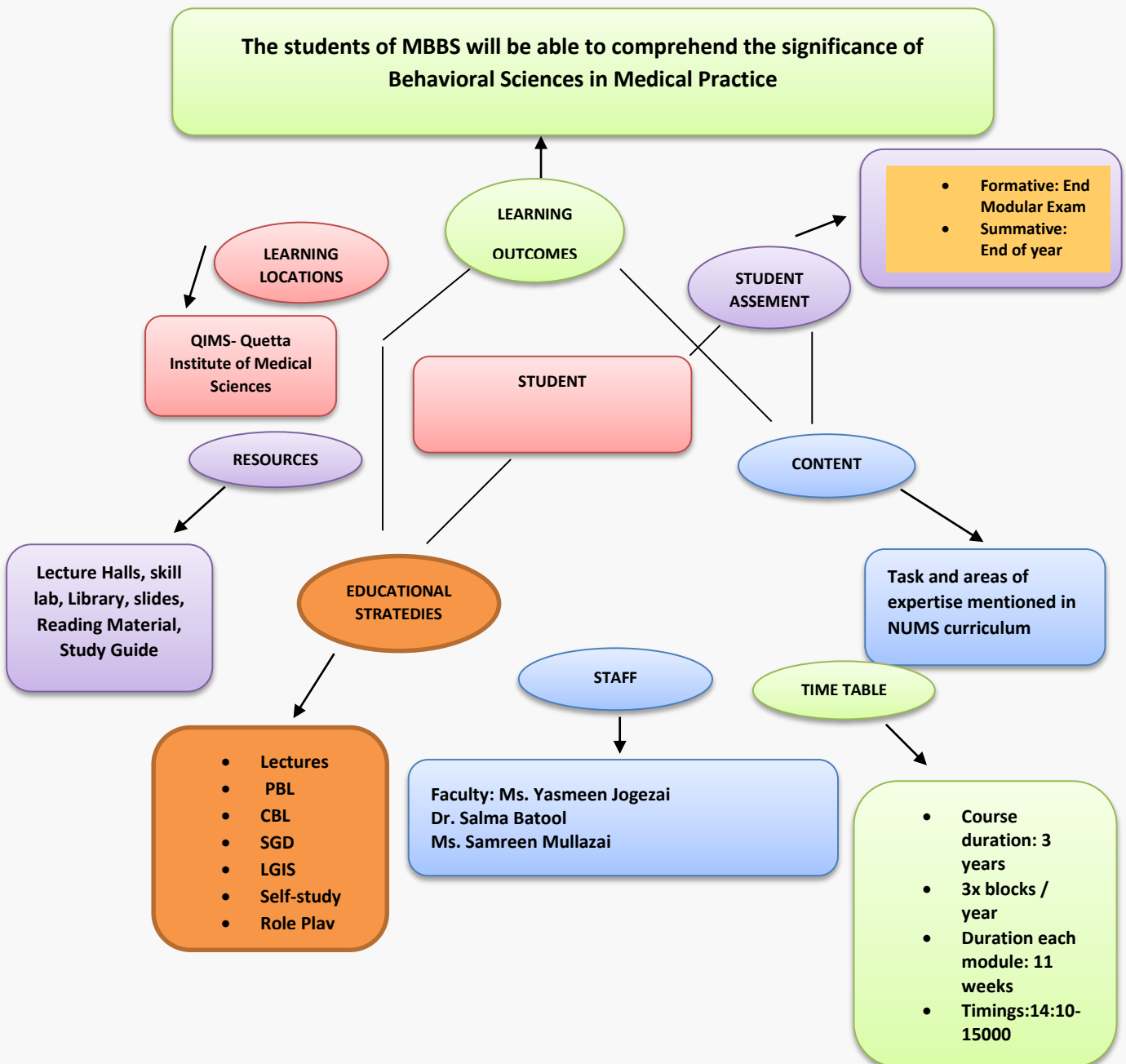
- ✓ Meeting times and days

(Large Group Discussions on **Tuesday 12:50-13:30**)

(**Team based learning Monday, Tuesday, Wednesday, Thursday, 13:20-1400**)

- ✓ 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-II

SUBJECT	CONTACT HOURS
Behavioral sciences	45
Self-Directed Learning	5
Total Hours	50

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 6th Edition Board Review Series.
- ✓ Introduction to Psychology 16th Edition by ATKINSON & HLGARD.
- ✓ Written paper on the pattern of professional examination from the complete curriculum.
- ✓ OSCE with interactive and static stations.

FAT:

- ✓ Formative assessment will be done through mid-module tests.

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)
2. Dr. Salma Batool (samshah.pu38@yahoo.com)
3. Ms. Samreen Mullazai (samreenmullazai@gmail.com)

Block-1

1. Medical Ethics and Mental Health Acts

Overview of Topic

Medical and dental ethics and professionalism are essential frameworks guiding practitioners in their responsibilities to patients, society, and the profession. It prioritizes autonomy, beneficence, non-maleficence and justice, regardless of background. Professionalism in healthcare encompasses a commitment to ethical practice, accountability, and integrity. This includes competence, communication, confidentiality and respect. Adhering to these ethical principles and professional standards not only enhances patient trust but also upholds the integrity of the healthcare professions, ensuring high-quality care and fostering a positive healthcare environment.



Learning Outcomes	Pre-requisites	Learning strategies	Assessment techniques	Learning Opportunities
<ul style="list-style-type: none"> Integrates the core principles of medical ethics, including autonomy, beneficence, non-maleficence, and justice. Gain familiarity with key provisions and terminology of Mental Health Acts and relevant legislation. Recognize the importance of informed consent in mental health treatment and the implications for patient autonomy. 	<ul style="list-style-type: none"> Familiarity with healthcare systems, roles of healthcare professionals and patient care. Understanding human behavior, emotions and mental processes. Basic knowledge of healthcare policies, laws and regulations. 	<p><u>ALG</u> Active Learning Group</p> <p><u>Role Play</u> "Behind the Mask"</p>	<ol style="list-style-type: none"> OSCE Case Presentation Case Vignettes with Psychological Questions 	<p>Role -Playing and Simulations</p>

2. Relevance of ethics in the life of a doctor

Overview of Topic:

Ethics is vital in the lives of doctors and dentists for several reasons. The significant aspects include patient trust, informed consent, confidentiality, professional integrity, equity and justice, complex decision-making, social responsibility. Overall, ethics is crucial for delivering quality care and maintaining the integrity of the healthcare profession.



<ul style="list-style-type: none"> • Recognize how ethical behaviour builds patient trust and enhances communication. • Learn the importance of ensuring patients make informed decisions about their care. • Develop frameworks for addressing ethical dilemmas in clinical practice. • Recognize the doctor's role in advocating for public health and addressing healthcare disparities. 	<ul style="list-style-type: none"> • Familiarity with medical terminology and human anatomy and physiology. • Familiarity with basic ethical codes of conduct (autonomy, beneficence, non-maleficence and justice). • Ability to communicate effectively with patients and colleagues. 	<p><u>ALG</u> Active Learning Group</p> <p><u>Role Play</u> "Behind the Mask"</p>	<p><u>1.</u> OSCE</p> <p><u>2.</u> Case Presentation</p> <p><u>3.</u> Case Vignettes with Psychological Questions</p>	<p>1. Case-Based Learning</p>
<p>3. Significance of knowing psychosocial aspects of alternative medicine in clinical practice</p>				

Overview of Topic

Understanding alternative therapies allows doctors to provide well-rounded advice, helping patients make informed choices about their health care. Awareness of alternative treatments enables doctors to monitor potential interactions with conventional medications and ensure patient safety. Doctors must navigate ethical concerns such as informed consent, respecting patient autonomy, and ensuring that alternative treatments are evidence-based and not misleading. Familiarity with alternative medicine can enhance cultural competence, enabling doctors to better address the beliefs and preferences of diverse patient populations. Knowledge of the regulatory landscape surrounding alternative medicine helps doctors adhere to legal and ethical standards in their practice. By integrating this knowledge, doctors can provide comprehensive, ethical, and patient-centred care.



- Gain knowledge of various alternative medicine practices and their potential benefits and limitations.
- Learn to identify potential interactions between alternative and conventional treatments to safeguard patient health.
- Develop skills to navigate ethical dilemmas related to informed consent, patient autonomy, and evidence-based practice.

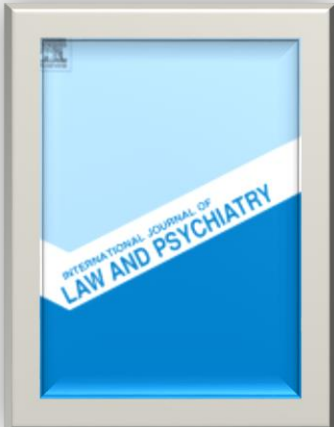
- Familiarity of psychological and social factors influencing health and illness.
- Knowledge of patient's car-centered approach and cultural competence.

1.
LGIS
Large Group Interactive Sessions

1.
MCQs
2.
SEQs

1.
Project
"From Classroom to Community"

**3. History of Mental Health Act in Pakistan
Recent Health Psychiatric laws in Pakistan**

<p>Overview of Topic</p> <p>The history of mental health legislation in Pakistan reflects evolving attitudes towards mental health care. Pre-partition era, post-independence developments, emergence of the Mental Health Act and its recent revisions addressing issues like involuntary treatment, patient rights, and community-based care are identified in this chapter. Recent developments in psychiatric laws in Pakistan reflect a growing recognition of mental health issues. Mental Health Act 2017 aims to modernize mental health care by ensuring the rights of individuals with mental health conditions. Despite the progressive framework, challenges persist, such as stigma, insufficient resources, and a shortage of trained mental health professionals. There is an increasing push for mental health awareness and advocacy to promote better implementation of these laws and reduce societal stigma.</p>				
<ul style="list-style-type: none"> Recognize the rights of individuals with mental health conditions, including dignity, privacy, and informed consent. Learn the legal framework surrounding involuntary admission and treatment, ensuring patient protection. Understand the importance of incorporating mental health care into primary healthcare settings. 	<ul style="list-style-type: none"> Basic knowledge of mental health concepts, types and mental illnesses and treatment option. Understanding of human rights, social justice and advocacy principles. Pakistan's mental health Ordinance of 2001 Mental Health Act of 2018(Pakistan). 	<p>1. LGIS</p> <p>Large Group Interactive Sessions</p> <p>2. SGD</p> <p>Small Group Discussions</p> <p>3. Role Play</p>	<p>1. MCQs</p> <p>2. SEQs</p> <p>3. OSCE</p>	<p>1. Role-Playing and Simulations</p>
<p>4. Physician's Self-Regulation and Maintenance of Competence</p>				
<p>Overview of Topic</p> <p>Physician's self-regulation and maintenance of competence refer to the processes by which medical professionals ensure they remain knowledgeable and skilled throughout their careers. This involves</p>		<p>“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.”</p>		

continuous education, self-assessment, peer review, licensure and certification and professional standards. This self-regulatory framework aims to promote accountability, improve patient outcomes, and uphold public trust in the medical profession.

<ul style="list-style-type: none"> Recognize the role of self-regulation in ensuring high-quality patient care and maintaining public trust. Explore various methods for on-going medical education and professional development Apply self-assessment tools to evaluate personal skills and knowledge effectively. Participate in peer evaluations to gain constructive feedback and improve practice. 	<ul style="list-style-type: none"> Understanding of professional values, responsibilities and standards. Familiarity with clinical decision making patient, patient care and quality improvement. Must have knowledge of adult learning principles. 	<ol style="list-style-type: none"> <u>LGIS</u> Large Group Discussions <u>ALG</u> Active Learning Group 	<ol style="list-style-type: none"> SEQs MCQs SAQs OSCE 	<ol style="list-style-type: none"> Inquiry-Based Learning
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5. Professional Identity Formation

Overview of Topic
 Professional identity formation refers to the process through which individuals develop their sense of self as professionals within a specific field, such as medicine. This on-going journey involves integration of knowledge and skills, engaging with mentors, peers, and professional communities to understand the norms, values, and expectations of the profession, reflection, adaptation and commitment to Ethical Standards. It also includes types of identities and its components through which individuals develop a coherent professional identity that guides their practice, enhances their resilience, and fosters a sense of belonging within their field.



<ul style="list-style-type: none"> Recognize the roles, 	<ul style="list-style-type: none"> Ability to reflect on 	<ol style="list-style-type: none"> <u>1.LGIS</u> Large 	<ol style="list-style-type: none"> MCQs 	<ol style="list-style-type: none">
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<p>responsibilities, and expectations associated with the profession.</p> <ul style="list-style-type: none"> Apply theoretical knowledge to practical situations, enhancing competence and confidence. Build relationships with mentors and peers to learn the norms and values of the profession. 	<p>personal values, strengths and weaknesses.</p> <ul style="list-style-type: none"> Understanding of how individuals are socialized into professional roles. Basic knowledge of identity theories, such as social identity theory and identity formation models. 	<p>group interactive session</p> <p><u>2.SGD</u> Small group Discussion</p> <p><u>3.Role Play</u></p>	<p>2. SEQs</p> <p>3. SAQs</p>	<p>Reflective Journaling</p> <p>2. Digital Storytelling</p>
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6. Professional Misconduct and Unprofessional Attitude

Overview of Topic

Professional Misconduct includes actions that breach legal, ethical, or professional guidelines, such as: fraud, negligence, abuse, substance abuse. Unprofessional attitude encompasses behaviours that undermine professionalism, such as disrespect, lack of courtesy or consideration towards patients, colleagues, or staff, inappropriate Communication, lack of accountability, failure to maintain boundaries. Both professional misconduct and unprofessional attitudes can significantly impact patient care, workplace culture, and the integrity of the profession, leading to disciplinary action and loss of trust.

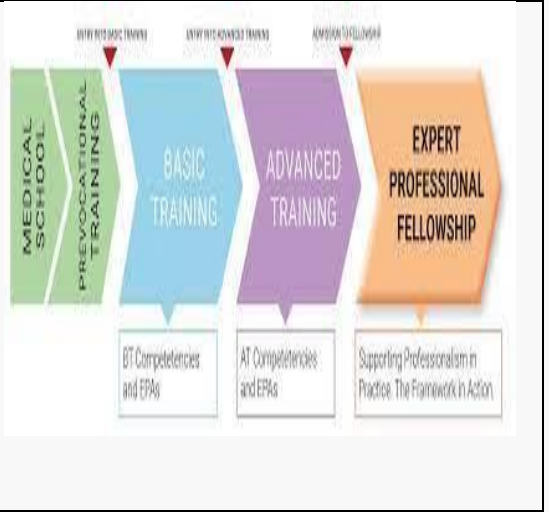


<ul style="list-style-type: none"> Identify misconduct; recognize types of professional misconduct and their potential consequences. Understand Ethical Standards; comprehend the ethical and legal guidelines governing professional behaviour. Recognize Unprofessional 	<ul style="list-style-type: none"> Understanding of laws, policies and regulations governing professional practice. Awareness of behaviors that can be considered unprofessional such as negligence, dishonesty and disrespect. 	<p><u>1.</u> LGIS</p> <p><u>2.</u> ALG</p> <p><u>3.</u> Discussions</p>	<p>1. Case Presentation</p> <p>2. MCQs</p> <p>3. SEQs</p>	<p>1. Reflective Journaling</p> <p>2. Project-Based Learning</p>
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<p>Attitudes; identify behaviours that undermine professionalism and their impact on patient care and workplace culture</p>			<p>4. SAQs</p>
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7. Steps to Inculcate Medical Professionalism in Students

Overview of Topic
 Inculcating medical professionalism in students involves a structured approach to instil the values, behaviours, and attitudes necessary for ethical and competent medical practice. Key steps include curriculum integration, role modelling, active learning, mentorship programs and feedback mechanisms. Recognizing probable path towards medical professionalism through confess, teach, assess, reward and foster. Assessment include professionalism as a component in evaluations, ensuring students understand its importance and are held accountable for their behaviour. Foster a culture that values professionalism, encouraging open dialogue about challenges and successes in professional development.



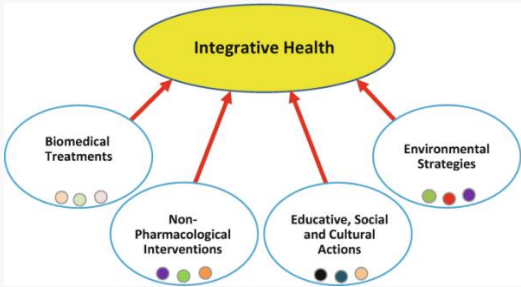
<ul style="list-style-type: none"> • Understand professional values; recognize the core values and principles of medical professionalism. • Identify Role Models and learn the importance of observing and emulating professional behaviour from mentors and faculty. • Engage in Ethical Discussions. • Apply active learning techniques. <p>Utilize simulations and</p>	<ul style="list-style-type: none"> • Understand of medical education structures, curriculum and assessment methods. • Must know teaching and learning strategies. 	<ol style="list-style-type: none"> <u>1.</u> LGIS Large Group Interactive Sessions <u>2.</u> SGD Small Group Discussions 	<ol style="list-style-type: none"> <u>1.</u> MCQs <u>2.</u> SEQs <u>3.</u> OSCE 	<ol style="list-style-type: none"> <u>1.</u> Collaborative Learning Groups <u>2.</u> Gamification
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case studies to practice professional conduct in real-world scenarios.				
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Block-2

1. Non Pharmacological Interventions: Communication Skills, Counselling, Crisis Intervention,

Overview of Topic
 Non-pharmacological interventions are healthcare practices that do not primarily use medications. Effective healthcare communication combines empathy, active listening, and clear information-sharing to support patients through sensitive situations like breaking bad news, crisis and disaster management and handle difficult patients. Skills like conflict resolution and patient counseling foster trust and cooperation, creating a foundation for compassionate, patient-centered care.



- Demonstrate effective communication skills in clinical practice
- Assimilate and handle patient information in different clinical scenarios.
- Handling uncertain situations in clinical practice.
- Integrate skills to deal with psychological and social peculiarities in clinical settings.

- Understanding of theories such as the health belief models, transtheoretical model and social cognitive theory.
- Familiarity with techniques such as cognitive behavioral techniques, mindfulness and relaxation therapy.
- Understanding of different communication styles, such as passive, assertive and aggressive styles.

1. LGIS
2. Role Play

1. FA
2. MCQs
3. SEQs
4. OSCE

1. Peer Teaching
2. Reflective Journaling

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2. Doctor Patient Relationship

Overview of Topic
 Professionalism in the doctor-patient relationship is built on **knowledge, skills, and attitudes**. Knowledge ensures doctors are informed and capable of accurate diagnoses and treatments. Skills like clear communication and empathy foster trust and understanding. Attitudes, including respect and ethical commitment, make patients feel valued and supported. Together, these elements strengthen the doctor-patient relationship and enhance care quality.



- Identify essential knowledge needed for effective doctor-patient relationships.
- Demonstrate effective communication and skills in patient interactions.
- Exhibit respectful and ethical attitudes toward patients.
- Reflect on how professionalism enhances the doctor-patient relationship.

- Familiarity with empathy and emotional intelligence.
- Understanding the codes and conducts of diverse cultural backgrounds, values and beliefs.
- Understanding of strategies for managing and resolving conflicts in the doctor –patients realities.

1. **LGIS**
2. **Role Play**

1. MCQs
2. SAQs
3. OSCE

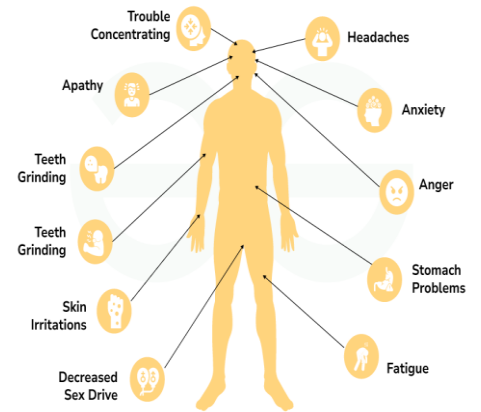
1. Collaborative Learning Activities
2. Peer Teaching

3. Life Events: Psychodrama, Psychological Reactions, Stress and Stressors, Stress Management

Overview of Topic

Life events, such as major changes or challenges, can trigger psychological reactions like anxiety, sadness, or fear. Psychodrama, a therapeutic technique, helps individuals express and process emotions related to these events by role-playing and exploring different perspectives. Psychodrama from events like terrorism can have long-lasting emotional impacts, while understanding the psychosocial aspects of aging involves addressing emotional and social challenges faced by older individuals. Similarly, the psychosocial aspects of death and dying include the emotional responses to loss, grief, and end-of-life care, which can affect both patients and their families.

Effect of Stress on Body



Identify sources of stress and its management towards patients, self and other staff members. Equip medical students with knowledge and skills in order to respond to psycho-traumatic cases in hospital settings. Prepare students to deal with challenges of terminal and bereavement care in clinical practice within their boundaries.

- Understanding of human development stages, including cognitive, emotional and social development.
- Familiarity with common stress management techniques and coping skills and familiarity with principles of psychological first aid.

1.
LGIS

2.
SGD

1.
MCQs

2.
SAQs

3.
SEQs


4.
OSCE

1.
Inquiry-Based Learning

2.
Socratic Seminars


Block-3

**1. Leadership and Management Styles and Theories
Principles of Leadership & Various Approaches to Leadership**

<p>Overview of Topic Healthcare Leadership principles are based on effective leadership traits, behavioural different approaches to leadership and effective leadership abilities and skills. It focuses on Leadership styles and their impact on healthcare team. It encompasses contemporary leadership theories, and application of leadership in medical contexts. It prioritizes classical and modern management theories and different managerial styles.</p>	 <p>The diagram, titled "Leadership Styles", shows seven overlapping ovals representing different leadership styles: Democratic (dark blue), Autocratic (orange), Laissez-Faire (light blue), Transformational (grey), Transactional (teal), Bureaucratic (maroon), and Servant (brown).</p>
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<ul style="list-style-type: none"> Integrates the principles of leadership and examine various approaches to leadership. Recognize and describe various attributes and leadership styles within their respective cultural contexts. Compare different models of leadership and management and assess their application in a medical context. Develop essential leadership skills 	<ul style="list-style-type: none"> Basic knowledge of planning, organizing, leading and controlling (POLC) functions. Familiarity with leadership frameworks such as the leadership Grid and situational leadership model. 	<ol style="list-style-type: none"> 1. LGIS 2. Role Play 	<ol style="list-style-type: none"> 1. MCQs 2. OSCE 	<ol style="list-style-type: none"> 1. Mind Mapping and Visual Thinking
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2. Healthcare Decision Making and Leadership

<p>Overview of Topic Healthcare Decision Making and Leadership involves the processes by which leaders in the healthcare sector make critical decisions that impact patient care, organizational efficiency, and healthcare policies. Effective leadership is crucial for navigating complex challenges, ensuring quality care, and improving healthcare outcome. Strong leadership in healthcare ensures effective decision-making processes that prioritize patient care, staff development, and organizational sustainability. It prioritizes the risk management and mitigation considering the crisis leadership in medical emergencies.</p>	<p style="text-align: center;">The Role of Leadership in Healthcare</p>  <p>The diagram shows a central star with five points, each labeled with a number and a corresponding concept: 1. Leadership's Impact on Patient Care, 2. Strategic Decision-Making, 3. Building Collaborative Teams, 4. Change Management, and 5. Ethical Decision-Making.</p>
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<ul style="list-style-type: none"> Analyze and implement effective decision making strategies in crisis leadership within the context of medical emergencies. Recognize the importance of evidence-based practices in clinical and organizational decisions. Identify ethical frameworks and their application in healthcare decision-making 	<ul style="list-style-type: none"> Basic knowledge of planning, organizing, leading and controlling (POLC) functions. Familiarity with leadership frameworks such as the leadership Grid and situational leadership model. Basic knowledge of scientific management and human management relations management. 	<u>1.</u> LGIS	<u>1.</u> MCQs <u>2.</u> SAQs <u>3.</u> OSCE	<u>1.</u> Reflective Journaling
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3. Pain and Sleep

Overview of Topic:

Arousal, Sleep, and Consciousness are fundamental concepts in understanding human behavior, brain function, and overall well-being. These processes are interconnected and play key roles in regulating our daily activities, mental states, and physical health. Arousal, sleep, and consciousness are deeply interconnected. Arousal affects our ability to stay awake and alert, sleep is critical for restoring bodily and mental functions, and consciousness governs our perception of reality. Pain is deeply affected by psychological and social elements that can impact both the intensity of pain and a person's ability to cope with it.



<ul style="list-style-type: none"> Investigate the relationship between arousal, sleep, and consciousness. Analyze the impact of sleep on 	<ul style="list-style-type: none"> Familiarity with nervous system, pain pathways and neurotransmitters. Familiarity with sleep 	<u>1.</u> LGIS <u>2.</u> ALG	<u>1.</u> FA <u>2.</u> MCQs	<u>1.</u> Mind Mapping and Visual Thinking <u>2.</u> Personalized Learning
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<p>consciousness and the impact of arousal on sleep and cognitive performance.</p> <ul style="list-style-type: none"> Investigate how REM and NREM sleep contribute to mental clarity and emotional processing. Integrate the knowledge and skills of coping and treatment of pain in various situations. Understand the psychological factors influencing pain perception. 	<p>wake cycles, sleep stages and circadian rhythms.</p> <ul style="list-style-type: none"> Knowledge of sleep disorders such as insomnia, sleep apnea, narcolepsy and restless leg syndrome. 	<p><u>3.</u> Role Plays</p>	<p><u>3.</u> SEQs</p> <p><u>4.</u> OSCE</p>	<p>Paths</p>
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<p>1. What is the primary characteristics of a transformational leaders?</p> <p>A) Focus on efficiency B) Emphasis on employee development C) Ability to inspire and motivate D) Focus on stability and control</p>
<p>2. Which leadership theories suggest that leaders are born, not made?</p> <p>A) Trait Theory B) Behavioral Theory C) Contingency theory D) Transformational Theory</p>
<p>3. What is the medical term for pain that lasts for more than 3 months?</p> <p>A) Acute pain B) Chronic Pain C) Nociceptive pain D) Neuropathic pain</p>
<p>4. How many stages of sleep are there?</p> <p>A) 3 B) 4 C) 5</p>

D) 6

5. Which stage of sleep is characterized by rapid eye movement?

- A) Stage 1
- B) Stage 2
- C) Stage 3
- D) REM Sleep

6. Which of the following is a type of non-pharmacological intervention used to manage pain?

- A) Meditation
- B) Massage therapy
- C) Acupuncture
- D) All of the above

7. What is term used for the ability to imagine oneself in another person's situation?

- A) Empathy
- B) Sympathy
- C) Perspective
- D) Compassion

8. Which of the following is an example pf empathetic listening?

- A) Giving Advice
- B) Asking questions
- C) Reflecting emotions
- D) Interrupting

9. What is the fundamental principle of medical ethics that requires healthcare providers to good and promote the wellbeing of patients?

- A)Autonomy
- B) Beneficence
- C) Non-maleficence
- D)Justice

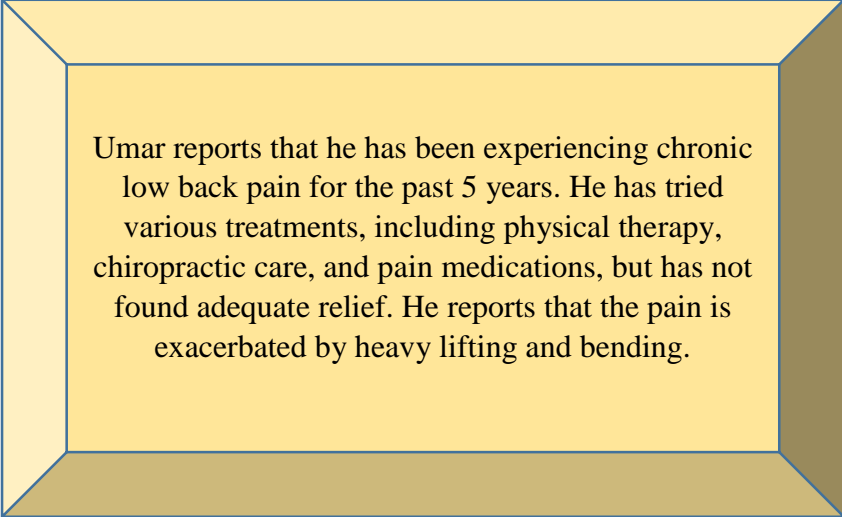
10 Which of the following is the example of a violation of patient autonomy?

- A)obtaining informed consent
- B)Respecting patient confidentiality
- C)Forcing treatment on a patient
- D)Providing accurate diagnosis and prognosis

Case study Corner

Emily is experiencing anxiety and stress related to her upcoming thesis defense. She reports feeling overwhelming, having difficulty sleeping and experiencing physical symptoms such as headaches and stomachaches.

You are the leader of a team working on a critical projects.one of your team members Ali is consistently late to meetings and missing deadlines. The rest of the team is starting to feel frustrated and overwhelmed, Ali approaches you and says, I am sorry I have been late and missing deadlines' am dealing with some personal issues and it's affecting my work, how would you respond to Ali and what actions would you take to address the issue.



Umar reports that he has been experiencing chronic low back pain for the past 5 years. He has tried various treatments, including physical therapy, chiropractic care, and pain medications, but has not found adequate relief. He reports that the pain is exacerbated by heavy lifting and bending.



QUETTA INSTITUTE OF MEDICAL SCIENCES

DEPARTMENT OF MEDICAL EDUCATION

2 ND YEAR MBBS- 13 TH BATCH (SESSION 202 4-2025)		
ACADEMIC CALENDAR		
ACADEMIC/EXTRA-CURRICULAR ACTIVITIES	FROM	TO
COMMENCEMENT OF NEW SESSION	16 TH DEC EMBER	
BLOCK I (12+1=13 WEEKS)		
DIGESTIVE SYSTEM & METABOLISM-I (2 WEEKS)	16 TH DECEMBER	27 TH DECEMBER
WINTER BREAK (4 WEEKS)	30 TH DECEMBER	24 TH JANUARY
DIGESTIVE SYSTEM & METABOLISM-I (3 WEEK)	27 TH JANUARY	14 TH FEBRUARY
GENITOURINARY SYSTEM-I (7 WEEKS)	17 TH FEBRUARY	4 TH APRIL
EID-UL-FITAR HOLIDAYS	29 TH MARCH	6 TH APRIL
EOB-I EXAM (1 WEEK)	7 TH APRIL	11 TH APRIL
BLOCK II (8+1=9 WEEKS)		
NEUROSCIENCES-I & GENETICS (8 WEEKS)	14 TH APRIL	6 TH JUNE
LABOUR DAY	1 ST MAY	
EID-UL-ADHA HOLIDAYS + SUMMER BREAK	7 TH JUNE	15 TH JUNE
EOB-II (1 WEEK)	16 TH JUNE	20 TH JUNE
BLOCK III (11+01+02 =14 WEEKS)		
MAXILLOFACIAL & SPECIAL SENSES (6 WEEKS)	23 RD JUNE	1 ST AUGUST
ENDOCRINOLOGY & REPRODUCTION (5 WEEKS)	4 TH AUGUST	5 TH SEPTEMBER
INDEPENDENCE DAY	14 TH A UGUST	
EOB-III (1 WEEK)	8 TH SEPTEMBER	12 TH SEPTEMBER
PRE-ANNUAL PREP LEAVES (1 WEEK)	15 TH SEPTEMBER	19 TH SEPTEMBER
PRE ANNUAL EXAMS (2 WEEKS)	22 ND SEPTEMBER	3 RD OCTOBER

PREP LEAVE FOR ANNUAL EXAMS (3 WEEKS)	4 TH OCTOBER	26 TH OCTOBER
ANNUAL PROF EXAM DATE BY NUMS	27 TH OCTOBER 2025	

Sr.N	Date / Tuesday 2:10-3:00	Teacher	Topic
1	December 17 th	Yasmeen Jomezai	Medical Ethics and Professionalism
2	December 24 th	Yasmeen Jomezai	Medical Ethics and Professionalism
3	January 28 th	Yasmeen Jomezai	Ethical dilemmas in professional life
4	February 4 th	Yasmeen Jomezai	Mental health Act (Dr. Zainab)
5.	February 11 th	Dr. Salma Batool	Physician self-regulation and maintenances of competence
6.	February 8 th	Dr. Salma Batool	Professional identity formation
7	February 25 th	Dr. Salma Batool	Professional misconduct and unprofessional attitude
8	March 4 th	Dr. Salma Batool	Steps to inculcate medical professionalism
9	March 11 th	Yasmeen jomezai	Alternative medicine ethical concern
10	March 18 th	Yasmeen Jomezai	Mental health Act
11	March 25 th	Yasmeen Jomezai	Mental health ACT
Eid Holidays			
Block-I Exams 7th April – 11th April			
1	April 15 th	Yasmeen jomezai	Non Pharmacological intervention
2	April 22 nd	Yasmeen Jomezai	Non Pharmacological intervention
3	April 29 th	Yasmeen Jomezai	Non Pharmacological intervention
4	May 8 th	Yasmeen Jomezai	Non Pharmacological intervention
5	May 15 th	Sumreen Mullazai	Discuss Psychosocial Issues in Special Hospital Settings
6	May 2 nd	Sumreen Mullazai	Discuss Psychosocial Issues in Special Hospital Settings
7	May 29 th	Sumreen Mullazai	Demonstrate knowledge, and necessary skills for Psychosocial Assessment

8	June 3 rd	Sumreen Mullazai	Understand Professionalism in Health Care
Eid Holiday 7th June -15th June			
Block-II Exams 16th June – 20th June			
1	June 24 th	Sumreen Mullazai	Understanding Psycho trauma
2	July 1 st	Sumreen Mullazai	Psychological aspects of terrorism
3	July 8 th	Sumreen Mullazai	Death and dying
4	July 15 th	Sumreen Mullazai	Aging
5	July 2 nd	Dr Salma Batool	Principles of Leadership and Various Approaches to Leadership
6	July 29 th	Dr Salma Batool	Leadership management and styles and theories
7	August 5 th	Dr Salma Batool	Leadership management and styles and theories
8	August 12 th	Sumreen Mullazai	Classic and Modern Management Theories
9	August 19 th	Sumreen Mullazai	Healthcare Decision-Making & Leadership
10	August 26 th	Sumreen Mullazai	Neurobiological Basis of Behaviour
11	September 2 nd	Sumreen Mullazai	Pain management
12Block-I Exams 8th September -12th September			

2nd year topics for TBL			
1	April 16 th	DR. Salma Batool	Ethics
2	April 23 rd	DR. Salma Batool	Steps to inculcate medical professionalism
Non pharmacological intervention			
3	May 1 st	DR. Salma Batool	CLASS MODEL Communication skills
4	May 5 th	DR. Salma Batool	BALANCE MODEL Cultural competency
5	May 12	DR. Salma Batool	SPIKES MODEL Breaking bad news
6	May 19 th	DR. Salma Batool	BUSTER MODEL Dealing with difficult patients
7	May 26 th	DR. Salma Batool	Counselling skills
8	June 2 nd	DR. Salma Batool	Informational care
9	June 9 th	DR. Salma Batool	Empathy
10	June 16 th	DR. Salma Batool	Revision
11	June 23 rd	DR. Salma Batool	Revision
12	July 1 st	DR. Salma Batool	Revision

• Total 44 lectures
• Quiz 2
• Revision classes 4

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 finds this study guide informative, engaging and applicable to their everyday lives.

Stay curious and keep learning

Best regards,

Ms.Yasmeen Jomezai

HOD Behavioural Sciences

I am 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.

My 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 transformed 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 foster a humanity, respect and world-class care.

Kind Regards

Ms.Samreen Mullazai

Psychologist & CBT Therapist

Reference Library

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NOTES 2013 –14.**
