



QUETTA INSTITUTE OF MEDICAL SCIENCES
DEPARTMENT OF BEHAVIORAL SCIENCES



Prepared By
Faculty of Behavioral Sciences
Compiled By
Ms. Samreen Mullazai

Study Guide
Behavioural Sciences 3rd 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

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

Section 1

Management of Learning

FRAME WORK 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 study 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

THE POMODORO TECHNIQUE®

A SIMPLE METHOD TO BALANCE FOCUS WITH DELIBERATE BREAKS



1 PLAN YOUR TASKS
How many pomodoros might you need?

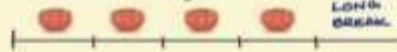
2 DO 1 POMODORO
Time for 25 mins then take a 5 min break.

NO SNEAKY
WORKING!

PROTECT
YOUR POMODORO!



3 REPEAT x 4 POMODOROS
Then take a longer break.



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.
- Cultivate civic engagement and community responsibility in medical practice.
- 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 Monday **2:10 – 3:00 pm**)

Small Group Discussions on Monday (Group C), Tuesday (Group A) and Friday (Group B) **Time: 12:05-13:05**

✓ One year

✓ **Course Requirements:**

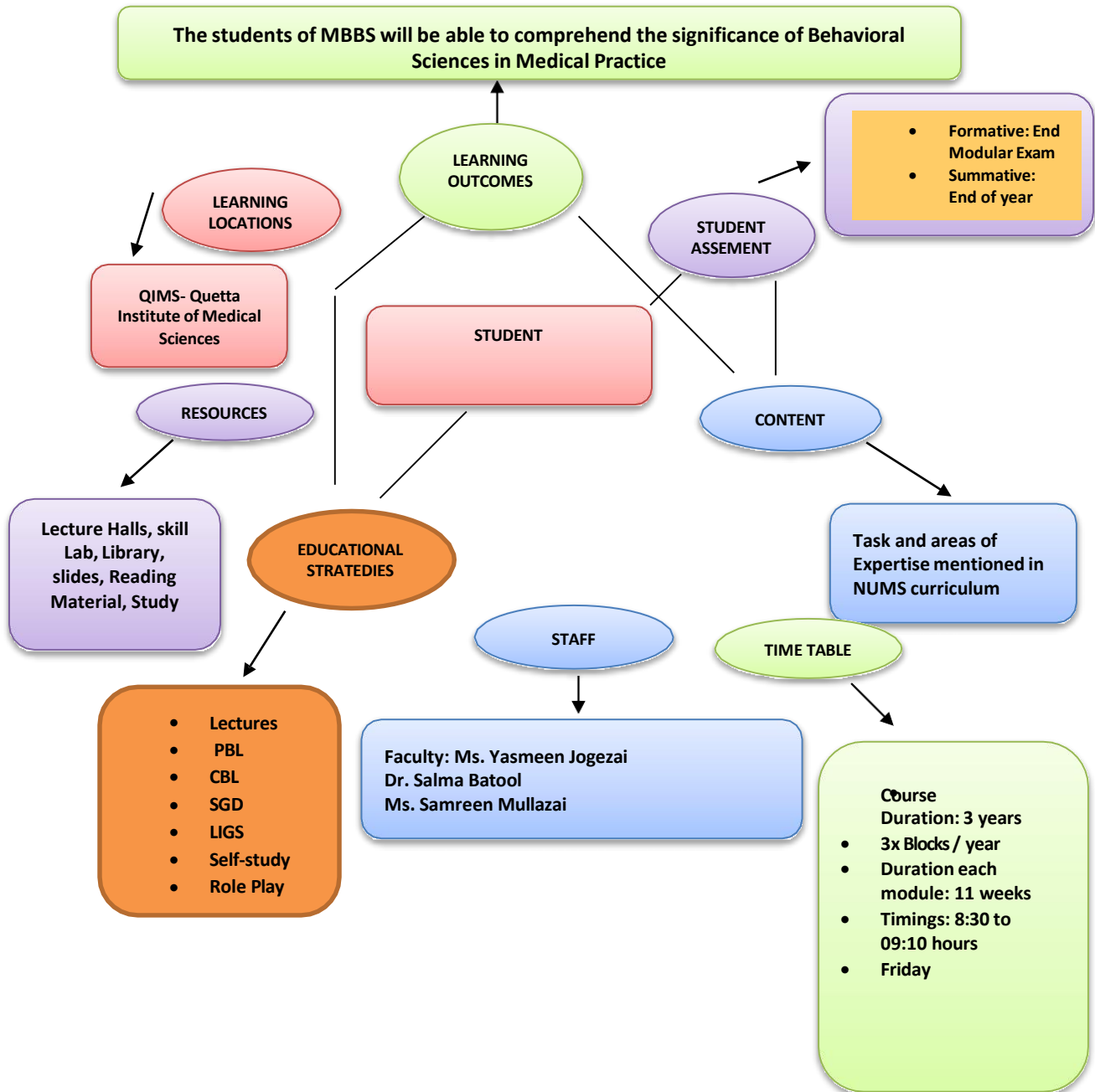
✓ Attendance policy (Students with less than 75% attendance will not be allowed to submit their exam forms)

✓ Participation expectations (Students are expected to participate fully, with 100% engagement)

✓ Project (Civic Engagement and its importance in Medical Setting) **(Deadline 25th-2024 December)** ✓

Workshop (Personal Development Plan) **28th-April-2025**

Curriculum Map



Proposed Contact Hours Distribution Year-III

SUBJECT	CONTACT HOURS
Behavioral sciences	50
Team based learning	25
Total Hours	75

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.

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 having OSCE with observed & unobserved stations.
- ✓ 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

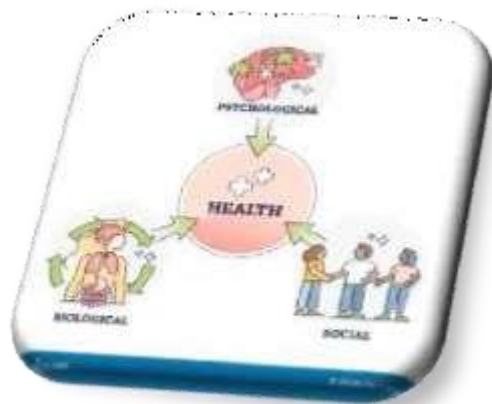
1. Ms. Yasmeen Jomezai (yasmeenjomezai@outlook.com)
2. Dr. Salma Batool (samshah.pu38@yahoo.com)
3. Ms. Samreen Mullazai (samreenmullazai@gmail.com)

Block –1

1. Psychological Aspects of Health and Disease

Overview of Topic

This chapter incorporates the role of psychological factors in the etiology of health problems, precipitation and management of illnesses, patient’s reactions to illness and medically unexplained physical symptoms (MUPS). It also emphasizes the role of social factors in diseases causing disability, handicap and stigma.



Learning Outcomes	Pre-requisites	Learning strategies	Assessment techniques	Learning Opportunities
<ul style="list-style-type: none"> Understanding human thoughts and behaviors Interpret interactions by health and disease situations influenced by psychological factors. Differentiate between various aspects of normality and abnormality. 	<ul style="list-style-type: none"> Fundamental psychological principles and theories. Grasp the concept of how biological, psychological, and social factors influence health and illness. Stressors and unhealthy coping mechanisms that impact psychological and physical health. 	<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 	Role -Playing and simulations

2. Interviewing/ Psychological History Taking (Interviewing and Psychosocial Assessment)


Overview of Topic

Interviewing and history-taking involve gathering a patient's health history and understanding their symptoms, lifestyle, cultural aspects and concerns. This information is crucial for rapport building, accurate diagnosis, treatment planning, interventions, management of illness and prognosis in an individual. Effective history-taking integrates active listening, empathy, and structured questioning.



<ul style="list-style-type: none"> • Build appropriate rapport. <ul style="list-style-type: none"> • Discover skills for effective patient interviewing. • Recognize the essential components of a psychological history. • Apply these skills in a stimulated clinical scenario. 	<ul style="list-style-type: none"> • Knowledge about nonverbal cues, which often provide insight into the patient's mental state. • Cultural differences in expressing psychological symptoms and seeking help. 	<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>
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3.Civic Engagement and its importance in Medical Practice

<p>Overview of Topic</p> <p>Civic engagement is an effective academic technique that emphasizes integration of course instructions with outside community service and allows for more enriched learning experience by promoting critical reflections. The purpose of this chapter is to understand the experience medical students had in civic engagement programs involved in some unobserved communities</p>	
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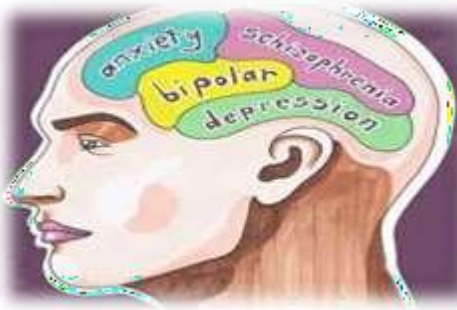
<ul style="list-style-type: none"> • Understand how civic engagement enhances healthcare delivery and patient outcomes. • Gain skills to communicate effectively with diverse populations. • Show responsibility for the well-being of both individual patients and the larger community. • Work collaboratively across roles to meet the healthcare needs of underserved populations 	<ul style="list-style-type: none"> • It is essential to be aware about local health needs, demographics, and prevalent issues. • Addresses social determinants of health, enhancing patient well-being. 	<p><u>1.</u> LGIS Large Group Interactive Sessions</p>	<p>1. MCQs</p> <p><u>2.</u> SEQs</p>	<p>1. Project "From Classroom to Community"</p>
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4. Professionalism and its Attributes

<p>Overview of Topic</p> <p>Medical professionalism signifies a set of values, behaviors and relationships that underpins the trust public has in doctors. It encompasses a commitment to ethical practices, competence, respect, and integrity. Professionalism typically focus on developing skills, attitudes, and behaviors that enable individuals to perform their roles</p>	<div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>"Professionalism is knowing the difference between what you have a right to do and what is the right to do"</p> </div>
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effectively and responsibly in a healthcare setting.				
<ul style="list-style-type: none"> Recognize and apply ethical principles in complex scenarios. Take responsibility for actions, meet commitments, and fulfill roles effectively. Provide patientcentered care, showing understanding and sensitivity toward others' needs and feelings. Manage stress effectively and adapt to changes in the work environment with a positive attitude. 	<p>□ It is crucial to be acknowledged about key attributes of professionalism, moral values and attitudes to align with professional standards.</p>	<p>1. <u>LGIS</u> Large Group Interactive Sessions</p> <p>2. <u>SGD</u> Small Group Discussions</p> <p>3. <u>RP</u> Role Play</p>	<p>1. <u>MCQs</u></p> <p>2. <u>SEQs</u></p> <p>3. <u>OSCE</u></p>	<p>1. <u>RP</u> Role-Playing and Simulations</p>


5.Common Psychiatric Disorders in General Health Settings

Overview of Topic				
<p>This chapter is concerned with etiology and symptoms of people with common psychiatric disorders such as anxiety, depression, panic disorder, unexplained somatic complaints persistent complainers, dissociative and possession states, drug abuse, suicide and deliberate self-harm (DSH) and delirium. It enables a holistic approach to care, addressing both mental and physical health.</p>				
<ul style="list-style-type: none"> Recognize the diagnostic criteria for conditions such as depression, anxiety disorders, etc. Explain how these disorders affect individuals' functioning, relationships, and overall quality of life. Understand the importance of identifying and addressing comorbid conditions. Develop skills to communicate with and support individuals with psychiatric disorders 	<ul style="list-style-type: none"> Understand that psychiatric symptoms can overlap with or be influenced by physical health issues. Ability to recognize typical symptoms (e.g., mood changes, altered thinking, behavior shifts) that may indicate psychiatric issues. 	<p>1. <u>LGIS</u> Large Group Discussion</p> <p>2. <u>ALG</u> Active Learning Group</p>	<p>1. <u>SEQs</u></p> <p>2. <u>MCQs</u></p> <p>3. <u>SAQs</u></p> <p>4. <u>OSCE</u></p>	<p>1. <u>IBL</u> Inquiry-Based Learning</p>

psychiatric conditions.				
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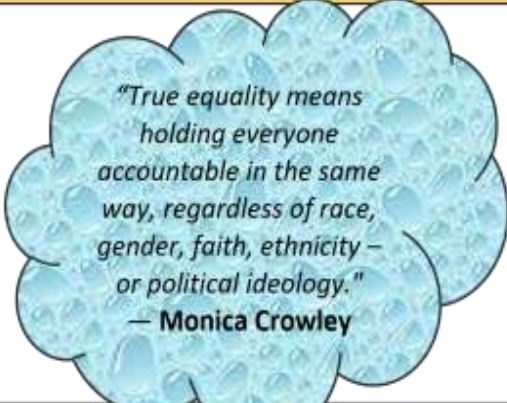
BLOCK-2

1. Interprofessional Education: Tips for Design and Implementation

<p>Overview of Topic</p> <p>Inter professional Education involves the development of integrated learning experiences that highlight teamwork across professions. It implements hands-on activities and simulations to foster interaction. Facilitate reflective practice to help students learn from their experiences and regularly assess program effectiveness and make necessary adjustments. These strategies can enhance the effectiveness of IPE initiatives and prepare students for collaborative practice.</p>	
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<ul style="list-style-type: none"> Understand the importance and use of inter professional education: tips for design and implementation. <ul style="list-style-type: none"> Exhibit responsibility and decision-making skills in medical settings. Clarify their role in society and to provide evidence based health care to patients, peers, families and community. Encourage students to seek interprofessional opportunities throughout their careers. 	<ul style="list-style-type: none"> Familiarity with ethical principles and legal regulations in health care practice Effective verbal and written communication skills are essential for building rapport, sharing information, and resolving conflicts 	<p>1.LGIS Large group interactive session</p> <p>2.SGD Small group Discussion</p> <p>3.Role Play</p>	<ol style="list-style-type: none"> MCQs SEQs SAQs 	<ol style="list-style-type: none"> Reflective Journaling Digital Storytelling
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2. Gender and Sexuality

<p>Overview of Topic</p> <p>Gender and sexuality are complex, interwoven aspects of human identity. Gender relates to the roles, behaviors, and identities that societies attribute to people based on perceived or expressed characteristics, including traditional categories like male, female, and no binary. It encompasses gender identity (an internal sense of self) and gender expression (how someone presents themselves). Sexuality, on the other hand, refers to sexual orientation, attraction, and identity, such as heterosexual, homosexual, bisexual, and pansexual. Though</p>	
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they are distinct, gender and sexuality often influence each other, and understanding them as fluid and diverse allows for a more inclusive perspective on human experiences and relationships.


<ul style="list-style-type: none"> • Identification the biopsychic-social factors contributing to sexual health and impact physical and mental health of human being. • Gain insight into the complexities of gender identity, sexual orientation, and the spectrum of human sexuality. • Recognize and learn about specific gender and sexuality disorders, including their definitions, symptoms, and diagnostic criteria (e.g., gender dysphoria, paraphilic disorders). □ Develop sensitivity to the cultural, social, and historical contexts that shape experiences of gender and sexuality, fostering respect for diverse identities. 	<ul style="list-style-type: none"> • Basic understanding of psychological theories, including those related to personality, motivation, and social behavior. • Familiarity with social roles, norms, and expectations related to gender and sexuality. • Understanding of cultural and societal influences on sexual behavior and attitudes. 	<ol style="list-style-type: none"> <u>1.</u> LGIS <u>2.</u> ALG <u>3.</u> Discussion 	<ol style="list-style-type: none"> 1. Case Presentation 2. MCQs 3. SEQs 4. SAQs 	<ol style="list-style-type: none"> 1. Reflective Journaling 2. Project-Based Learning
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3. Metacognition

<p>Overview of Topic</p> <p>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 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.</p>	<p>Goal-Setting and Planning <i>Maria is a second-year psychology student who struggled in her last semester. Despite putting in long hours of 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.</i></p>
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<ul style="list-style-type: none"> • Application of the concepts of metacognitions in medical settings. • Interpretation of the phases and metacognitive strategies in medical set ups. • Improved ability to identify gaps in knowledge and develop strategies to address them. □ Enhanced ability to communicate and collaborate effectively with peers in team-based learning environments. 	<ul style="list-style-type: none"> • A basic understanding of learning theories and study techniques • willingness to reflect on your own learning processes and a desire to improve your study habits 	<p><u>1.</u> LGIS Large Group Interactive Sessions</p> <p><u>2.</u> SGD Small Group Discussion</p>	<p><u>1.</u> MCQs</p> <p><u>2.</u> SEQs</p> <p><u>3.</u> OSCE</p>	<p><u>1.</u> Collaborative Learning Groups</p> <p><u>2.</u> Gamification</p>
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4. Interprofessional Enhancing Healthcare Team Performance

<p>Overview of Topic</p> <p>This topic focuses on the significance of collaboration and interdisciplinary teamwork, understanding roles, responsibilities, and expertise of each team member. It encourages prioritizing patient needs and preferences in all decisions. This approach fosters effective communication, shared decision-making and mutual respect among team members from various disciplines. It emphasizes regularly assessing team performance and outcomes to identify areas for enhancement. It also explains the significance of conflict resolution and negotiation skills in medical settings.</p>	 <p>The diagram illustrates the impact of Team Practice. An upward-pointing green arrow labeled 'Increases' points to three stacked boxes: 'Efficiency' (green), 'Quality of Care' (purple), and 'Positive Patient Outcomes' (blue). A downward-pointing blue arrow labeled 'Decreases' points to two stacked boxes: 'Workload' (orange) and 'Clinician Burnout' (red). The central text 'Team Practice' is positioned between the two arrows.</p>
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<ul style="list-style-type: none"> Foster teamwork and develop the ability to identify, raise, and address concerns to effectively resolve conflicts. Recognize the unique roles and contributions of different healthcare professionals within a team. Gain skills in assessing team performance and outcomes... 	<ul style="list-style-type: none"> Understanding of Effective verbal and written communication skills, including active listening, empathy, and assertiveness. Ability to build rapport, resolve conflicts, and work collaboratively with diverse individuals 	<ol style="list-style-type: none"> <u>1.</u> LGIS <u>2.</u> Role Play 	<ol style="list-style-type: none"> <u>1.</u> FA <u>2.</u> MCQs <u>3.</u> SEQs <u>4.</u> OSCE 	<ol style="list-style-type: none"> <u>1.</u> Peer Teaching <u>2.</u> Reflective Journaling
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5. Leadership & Management -Technology-Driven Healthcare Leadership

<p>Overview of Topic</p> <p>Leadership & Management in Technology-Driven Healthcare focuses on the integration of technology into healthcare systems to enhance operational efficiency, improve patient outcomes, and drive innovation. It involves developing a clear vision for incorporating technology to meet organizational goals and improve healthcare delivery. The significance of utilizing data analytics to inform decisions, track performance, and optimize resource allocation is proved. Focus is on fostering collaboration among IT professionals, healthcare providers, and administrative staff to ensure effective technology integration.</p>	
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<ul style="list-style-type: none"> Develop the ability to create and implement a strategic vision for technology integration in healthcare settings. Learn effective techniques for managing organizational change related to new technologies. Gain skills in using data analytics to support decision-making and improve operational efficiency. Foster collaboration among diverse teams to enhance technology adoption and integration. Understand how to leverage technology to improve patient engagement and satisfaction. 	<ul style="list-style-type: none"> A basic understanding of the healthcare system, including its structure, financing, and delivery models A strong foundation in medical ethics and bioethics. Exposure to clinical settings, patient interactions, and basic clinical procedures. 	<ol style="list-style-type: none"> <u>1.</u> LGIS <u>2.</u> Role Play 	<ol style="list-style-type: none"> <u>1.</u> MCQs <u>2.</u> SAQs <u>3.</u> OSCE 	<ol style="list-style-type: none"> <u>1.</u> Collaborative Learning Activities <u>2.</u> Peer Teaching
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Block-3

1. Patient-Centered Approach to Safety

Overview of Topic

A patient-centered approach to safety prioritizes involving patients in their care, respecting their needs and preferences while ensuring safety. It promotes open communication, shared decision-making, and encourages patients to actively participate in their treatment.

This approach helps reduce errors, improve outcomes, and foster a supportive healthcare environment.

Implementation of patient centered approaches in healthcare settings enhances the quality of care and patient satisfaction.



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- Foster patient centered approaches.
 - Ensure patient safety in medical settings
- Create a respectful, trust-building environment for improved patient satisfaction and outcomes.
- Apply a holistic view to address not only physical but also emotional and mental health needs.
- Adjust patient needs with organizational goals.

- Recognize the role of a safety focused culture, including error reporting, teamwork, and continuous improvement.
 - Know the ethical and legal duties to prioritize patient safety and prevent harm.

1.
LGIS

2.
SGD

1.
MCQs

2.
SAQs

3.
SEQs

4.
OSCE

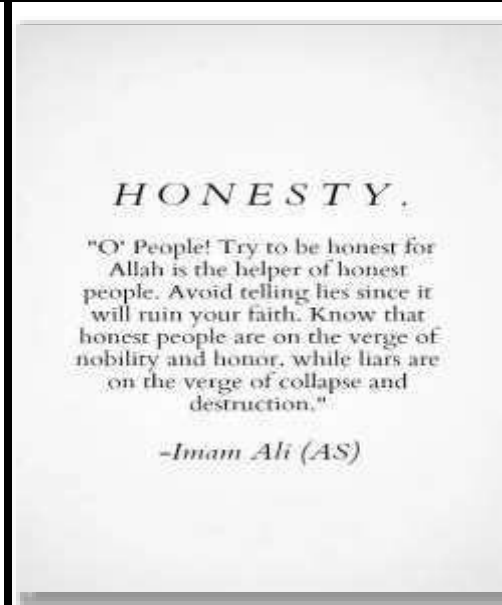
1.
Inquiry-Based Learning

2.
Socratic Seminars

2. Strategic Management of Healthcare Resources

Overview of Topic

In a medical setting, strategic management of healthcare resources ensures efficient use of staff, finances, technology, and supplies to improve patient care and operational efficiency. Human resource management is also crucial, as it ensures that the organization has skilled personnel available, with strategies in place for recruitment, training, and staff retention. Effective strategies for management of all available resources reduces costs and ensures sustainability while maintaining high standards of care.



<ul style="list-style-type: none"> • Understand healthcare resource management. Apprehend financial management in medical institutions • Prepare strategic planning in healthcare • Enhance patient care and satisfaction through efficient management. 	<ul style="list-style-type: none"> □ Understand the ethical implications of resource distribution, Including equity, fairness, and access to care. • Revive budgeting, financial planning, and cost control methods relevant to healthcare organizations 	<u>1.</u> LGIS <u>2.</u> Role Play	<u>1.</u> MCQs <u>2.</u> OSCE	Mind <u>1.</u> Mapping and Visual Thinking
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3. Culture and Medical Practice

Overview of Topic

Culture plays a vital role in medical practice by shaping how individuals perceive health, illness, and healthcare systems. It emphasizes the impact of social factors on treatment adherence. Understanding cultural differences helps healthcare providers deliver more effective, personalized care. Culturally competent care involves recognizing and respecting these differences while ensuring that patients feel understood and respected. It also promotes trust between patients and providers, improves patient satisfaction, and can lead to better health outcomes. Incorporating sociology, anthropology and health into medical practice is essential for addressing diverse patient needs and improving equity in healthcare delivery.



<ul style="list-style-type: none"> • Understand the cultural and social aspects of medical practice by getting holistic view of health. • Interpret the role of child rearing practices, religion, stigma, sick role death and dying on treatment adherence. • Apply cultural awareness in creating treatment plans that respect a patient's beliefs and preferences 	<ul style="list-style-type: none"> • Familiarize yourself with techniques for effective communication across diverse cultural backgrounds, including the use of interpreters when necessary. • Know legal protections related to informed consent and anti-discrimination in healthcare. 	<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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4. Personal Development Plan (PDP)

Overview of Topic:

A Personal Development Plan (PDP) is a structured approach to setting and achieving personal and professional goals. It helps individuals identify their strengths, areas for improvement, clarify their role in society and specific skills they wish to develop. This process encourages self-reflection, continuous learning, career growth and exhibits decision-making skills. A PDP fosters self-awareness, accountability, and motivation to reach long-term personal and professional aspirations.



<ul style="list-style-type: none"> • Understand the concept and importance of a Personal Development Plan (PDP). • To identify their strengths, weaknesses, and areas for growth. • Set clear, SMART goals that align with personal and professional aspirations. • Improve decisionmaking by aligning goals with values and priorities. • Build confidence and motivation by knowing their strengths. 	<ul style="list-style-type: none"> • Familiarity with reflective techniques, like journaling, to evaluate progress and Learn from experiences. • Understand how to set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound). 	<ol style="list-style-type: none"> <u>1.</u> LGIS <u>2.</u> ALG <u>3.</u> Role Plays 	<ol style="list-style-type: none"> <u>1.</u> FA <u>2.</u> MCQs <u>3.</u> SEQs <u>4.</u> OSCE 	<ol style="list-style-type: none"> <u>1.</u> Mind Mapping and Visual Thinking <u>2.</u> Personalized Learning Paths
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Case Studies Corner

Sarah, a 35-year-old teacher, presents with complaints of persistent low mood, lack of energy, and difficulty concentrating for the past six weeks. She has lost interest in activities she once enjoyed and reports a significant decrease in appetite, resulting in weight loss. She also mentions feelings of worthlessness and guilt about not being able to care for her family properly. She denies suicidal thoughts but feels hopeless about her future.

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.

Dr. Patel, a senior physician, attends a workshop on new diagnostic tools. Although experienced, Dr. Patel notices they are struggling with grasping the new content as quickly as younger colleagues. They begin to analyze their learning style and explore ways to adapt to new challenges.

Dr. Carter, a junior doctor, is known for being competent and approachable. However, during a busy shift, he was seen making sarcastic remarks about a patient's condition to a colleague in the break room. A nurse overheard and reported feeling uncomfortable, as the comments seemed disrespectful toward the patient. Later, the patient's family also noticed Dr. Carter being dismissive during their interaction, raising concerns with the hospital administration.



1. Which of the following is NOT a diagnostic criterion for major depressive disorder?

- A) Anhedonia
- B) Significant weight change
- C) Increased self-esteem
- D) Psychomotor agitation or retardation

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. A person is unexpectedly fired from their job. Instead of acknowledging their sadness and anger, they blame their colleagues for their dismissal, claiming they were unfairly targeted. Which defense mechanism is the person likely to use?

- A) Denial
- B) Projection
- C) Rationalization
- D) Regression

4. 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

5. Which of the following is an example of a compulsion in OCD?

- A) Fear of contamination
- B) Intrusive, unwanted thoughts
- C) Repeated hand washing to reduce anxiety
- D) Persistent worry about future events

6. 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

7. The following represents an essential element to an effective quality council:

- A. Consultation of the legal advisor.
- B. Direct on from the organization's quality department.
- C. Participation of the strategic planning committee.
- D. Involvement of leadership.

8. Which of the following is characteristic of a manic episode in bipolar disorder?

- A) Increased need for sleep
- B) Depressed mood
- C) Distractibility and impulsivity
- D) Feelings of worthlessness

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

- A) Clinical competence
- B) Ethics and moral practices
- C). Technical skills
- D) Humanism

10. Civic engagement primarily relies on which key principle?

- A) Individualism
- B) Community collaboration
- C) Political neutrality
- D) Government intervention

Sr.N	Date /Monday 2:10-0:300	Teacher	Topic
1	November 11 th - 2024	Yasmeen Jomezai	Psychological Aspects of Health and Disease
2	November 18 th - 2024	Yasmeen Jomezai	Psychological Aspects of Health and Disease
3	November 25 th - 2024	Dr. Salma Batool	Professionalism and its Attributes
4	December 2 nd - 2024	Yasmeen Jomezai	Civic Engagement and its Importance in Medical Setting
5	December- 9 th -2024	Yasmeen Jomezai	Civic Engagement and its Importance in Medical Setting
6	December 16 th - 2024	Sumreen Mullazai	Common Psychiatric Disorders In General Health Setting
7	December-23 rd 2024	Sumreen Mullazai	Common Psychiatric Disorders In General Health Setting
8	December 30 th	Sumreen Mullazai	Revision
9	February 3 rd 2025	Ms. Samreen Mullazai	Inter-Professional Education
10	February 10 th 2025	Ms. Samreen Mullazai	Meta-Cognition
Block-1 Exams 17th Feb 21th Feb 2025			
1	February 25 th 2025	Dr. Salma Batool	Inter-Professional Enhancing Healthcare Team Performance
2	March 3 rd 2025	Yasmeen Jomezai	Leadership and Management
3	March 10 th 2025	Yasmeen Jomezai	Leadership and Management
4	March 24 th 2025	Yasmeen Jomezai	Leadership and Management
Eid Holidays			
6	April 7 th 2025	Ms. Yasmeen Jomezai	Patient-Centered Approach to Safety
7	April 14 th 2025	Ms. Yasmeen Jomezai	Strategic Management of Healthcare Resources
8	April 21 st 2025	Dr.Salma Batool	Culture and Medical Practice
9	April 28 th 2025	DME	Personal Development Plan
10	May 5 th 2025	Sumreen Mullazai	Revision
Block-II Exams 12th May -16th May			
	May 19 th 2025	Sumreen Mullazai	Revision
1	May 26 th 2025	Sumreen Mullazai	Revision
2	June 2 nd 2025		QUIZ
3	June		FAT
Block-III Exams 4th August -15th August			
Annual NUMS Exam – 8th September			

3rd year Topics For TBL			
Sr.#	Month	Instructor	Topic
1	November	Hafsa Iqbal	Psychological assessment
2	November	Hafsa Iqbal	Psychological assessment
3	November	Hafsa Iqbal	Psychological assessment
4	December	Yasmeen jogezai	Professionalism
5	December	Sumreen Mullazai	Psychiatric disorders
6	December	Sumreen Mullazai	Psychiatric disorders
7	December	Sumreen Mullazai	Psychiatric disorders
8	February	Sumreen Mullazai	Inert professional education
9	February	Sumreen Mullazai	Inert professional education
10	March	Sumreen Mullazai	Meta cognations
11	March	Sumreen Mullazai	Meta cognations
12	March	Sumreen Mullazai	Meta cognations
13	Non pharmacological intervention		
14	April	Yasmeen Jomezai	CLASS MODEL Communication skills
15	April	Yasmeen Jomezai	BALANCE MODEL Cultural competency
16	April	Yasmeen Jomezai	SPIKES MODEL Breaking bad news
17	May	Yasmeen Jomezai	BUSTER MODEL Dealing with difficult patients
Block-II Exams 12th May -16th May			
19	May 19 th	Yasmeen Jomezai	Counselling skills
20	May 26 th	Yasmeen Jomezai	Informational care
21	June 2 nd	Yasmeen Jomezai	Empathy
22	June 9 th	Yasmeen Jomezai	Gender and sexuality
23	June 16 th	Yasmeen Jomezai	Ethics
24	June 23 rd	Yasmeen Jomezai	Steps to inculcate medical professionalism
25	July 1 st	Revision	Revision
Block-III Exams 4th August -15th August			
Annual NUMS Exam – 8th September			



QUETTA INSTITUTE OF MEDICAL SCIENCES
Department of Medical Education

<u>3RD YEAR MBBS- 12TH BATCH FOR ACADEMIC YEAR 2024-25</u> ACADEMIC CALENDAR		
ACADEMIC/EXTRA-CURRICULAR ACTIVITIES	FROM	TO
COMMENCEMENT OF NEW SESSION	11 th NOVEMBER 2024	
BLOCK I (11+1=12 WEEKS)		
FOUNDATION II (5 WEEKS) CVS II (3 WEEKS)	11 th NOV 2024	3 RD JAN 2025
WINTER BREAK (3 WEEKS)	6 TH JAN 2025	24 TH JAN 2025
CVS II (1 WEEK) GENITOURINARY II (2 WEEKS)	27 TH JAN 2025	14 TH FEB 2025
EOB-I EXAM (1 WEEK)	17 TH FEB 2025	21 ST FEB 2025

BLOCK II (10+1=11 WEEKS)		
HEME & IMMUNOLOGY II (3 WEEKS) GENETICS & NEUROSCIENCES II (2 WEEKS)	24 TH FEB 2025	28 TH MARCH 2025
EID-UL-FITR HOLIDAYS (1 WEEK)	31 ST MARCH 2025	4 TH APRIL 2025
GENETICS & NEUROSCIENCES II (2 WEEKS) RESPIRATORY II (3 WEEKS)	7 TH APRIL 2025	9 TH MAY 2025
LABOUR DAY	1 ST MAY 2025	
EOB-II EXAMS (1 WEEK)	12 TH MAY 2025	16 TH MAY 2025
BLOCK III (11 + 2= 13 WEEKS)		
DIGESTIVE SYSTEM & METABOLISM II (3 WEEKS)	19 TH MAY 2025	6 TH JUNE 2025
EID-UL-ADHA HOLIDAYS (3 DAYS)	7 TH JUNE 2025	9 TH JUNE 2025
MULTISYSTEM I (NEOPLASIA) (4 WEEKS)	10 TH JUNE 2025	4 TH JULY 2025
MULTISYSTEM II (INFECTIOUS DISEASES) (4 WEEKS)	7 TH JULY 2025	1 ST AUG 2025
INDEPENDENCE DAY HOLIDAY	14 TH AUG 2025	
PRE ANNUAL & PROF EXAMS		
PRE-ANNUAL EXMAS (2 WEEKS)	4 TH AUG 2025	15 TH AUG 2025
PREP LEAVE FOR ANNUAL EXAMS (3 WEEKS)	18 TH AUG 2025	7 TH SEP 2025
ANNUAL/PROF EXAM DATE BY NUMS	8th SEPTEMBER 2024	



QUETTA INSTITUTE OF MEDICAL SCIENCES

Copy to

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

Department of Medical education
 Training Program
 3rd year MBBS (Venue: Lecture hall 3)

DAYS	0830 – 0920	0920 – 1010	1010 – 1100	1100-1115	1115-1205	1205-1305	1305-1320	1320-1410	1410 – 1500
MON				K BREA		TBL B. Sciences Group C			LGIS BEH. SCI
TUES						TBL B. Sciences Group A			
WED					1115-1345		134 5 140 0	1400- 1500	
					Clinical Rotations (Medicine & Surgery)		K BREA	1400-1500	
THURS									
FRI					1115-1155	1155-1245	1245-1315	1315-1400	1400-1500
						TBL B. Sciences Group A	Prayer Brea k		

Personal Comments by Author

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

Ms. Yasmeen Jomezai

HOD Behavioural Sciences

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

Dr. Salma Batool

Clinical Psychologist

This study guide is designed to help medical students navigate the complexities of behavioral sciences by presenting concepts in a clear, concise, and practical manner. Understanding patients' thoughts, emotions, and behaviors is fundamental to providing effective, empathetic care. By connecting theoretical frameworks to realworld clinical scenarios, this guide prepares the students for both exams and patient interactions.

Each chapter is tailored to connect theoretical knowledge with the interpersonal skills necessary for compassionate healthcare delivery. Whether tackling learning theories, ethics, or cultural competence, this guide aims to make behavioral sciences not just approachable but also deeply relevant to your future practice. Mastering this subject is more than just academic, it's a step toward becoming a well-rounded and compassionate healthcare professional.

Regards

Ms. Samreen Mullazai

Psychologist & CBT Therapist

Reference Library



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