



COURSE PLAN

FIRST: BASIC INFORMATION

College					
College	: Medicine				
Department	: Basic Medical Sciences				
Course					
Course Title	: Behavioral Sciences				
Course Code	: 31508301				
Credit Hours	: 3				
Prerequisite	: None				
Instructor					
Name	: Dr. Layali Abbasi				
Office No.	:				
Tel (Ext)	:				
E-mail	: layali.abbasi@bau.edu.jo				
Office Hours	: Sunday, Tuesday, Thursday 12-3				
Class Times	Building	Day	Start Time	End Time	Room No.
	مدرج طب B2	Sunday, Tuesday & Thursday	8:00	9:00	
Text Books					

- Psychological science 5th edition Michael Gazzaniga, Todd Heatherton, Diane Halpern
- The science of psychology 5th edition Laura A. King

SECOND: PROFESSIONAL INFORMATION

COURSE DESCRIPTION

This course is an introduction to and survey of the science of human behavior and mental processes. There is a primary emphasis on the application of scientific reasoning and the empirical method to the study of topics such as learning and cognition, the biological bases of behavior, sleep, personality, motivation and emotion, social and group dynamics, developmental processes, and behavioral disorders and treatment.

**COURSE OBJECTIVES**

By the end of this course, students are expected to:

1. Have a broad knowledge of human behavior and mental processes.
2. To understand human behavior in health and disease.
3. To identify normal developmental milestones as well as common deviations.
4. To understand how neuronal and brain functioning correlates with psychological experiences.
5. To understand the structure of the diagnostic system for mental disorders.
6. To understand how neuronal and brain functioning correlates with psychological experiences.
7. To identify factors which influence the success of the physician-patient relationship.
8. To understand psychosocial aspects of disease.

COURSE LEARNING OUTCOMES

To introduce the students to psychosocial aspects of medical practice.

To have an overview of the clinical psychiatry.

To prepare the students for Psychiatry Clerkship.

**COURSE SYLLABUS**

No	Title of Lectures	Learning Objectives
1	Human development	In this unit, students gain an understanding of human development as a lifelong process, with each stage of life characterized by different issues and challenges. Major discussion and analysis centers around the issues of nature versus nurture, stage theory (Freud, Piaget, Erikson), and stability versus change throughout the life cycle.
2	Learning and Behavior Modification	The purpose of this unit is to provide a framework for understanding the principles of learning theories and their application in daily living. Compare and contrast classical and operant conditioning, cognition, and observational learning.
3	Theories of Personality	In this unit, students evaluate major personality theories. Discuss descriptions of personality in terms of types (constitutional, embryological and temperamental) and traits as well as the various methods to assess personality are also examined.
4	Psychodynamic Theories of behavior	<ul style="list-style-type: none"> ▪ Structural Model of the Mind. <ul style="list-style-type: none"> ➤ ID, EGO, Superego. ▪ Topographical Model of the Mind. <ul style="list-style-type: none"> ➤ Unconscious, Preconscious, Conscious. ▪ Transference and Countertransference.
6	Defense mechanisms	To understand defense mechanisms with examples
7	Biological Basis of Behavior	<ol style="list-style-type: none"> 1. the main structures of the brain and nervous system 2. how neuronal and brain functioning correlates with psychological experiences 3. the impact of physiological processes on psychological experience 4. research findings related to biological psychology, neuroscience and neuropsychology



9	Memory	This Unit explores the process of memory formation and retrieval, as well as the impact of memory loss. Medical and technological advancements in brain research are also examined and discussed
10	Psychologic Health	<ol style="list-style-type: none"> 1. To examine ways in which stressful life events are related to health/illness. 2. To understand how some coping strategies affect susceptibility to illness. 3. To learn effective ways of managing stress 4. To Describe the impact of stress on health.
11	Physician-Patient Relationship	In this unit, students learn that <u>doctor-patient</u> relationship is central to the practice of <u>medicine</u> and is essential for the delivery of high-quality health care in the diagnosis and treatment of disease. The doctor-patient relationship patterns and doctor/patient view of illness will also dealt with.
12	Motivations	This Unit explores that motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, conceptual understanding of it as innate or acquired and the <u>Maslow's hierarchy of needs</u> The needs, listed from basic to most complex .
13	Emotions	In this unit, students learn about the phenomenology and theories about emotions that stretch back at least as far as James Lange and Darwin. We also discuss sophisticated theories in the recent works of psychologists such as cognitive, perceptual, Canon-Bard as well as neurophysiological approach.
14	Personality assessment	To identify the different tools available to assess the personality.
15	Clinical Psychopathology	To identify the components of mental status examination
16	Anxiety Disorders	To recognize and differentiate among common anxiety disorders



	Midterm exam	
17	CASE VIGNETTE (Mood Disorders)	<ol style="list-style-type: none"> 1. To understand the symptoms of mood disorders 2. To differentiate between thought disorders and mood disorders
18	Sleep and sleep disorders	<p>This Unit explores the normal sleep pattern and types of sleep (REM vs NREM) in terms of neurophysiological and psychological variation. The concept of dreaming and the effect of sensory deprivation will be also discussed.</p> <p>To understand the dynamics of sleep disorders, both physical and psychological.</p> <p>To be able to differentiate between various form of sleep disorders</p> <p>To understand the rationale for therapies</p>
19	CASE VIGNETTE (Schizophrenia Spectrum Disorders)	<ol style="list-style-type: none"> 3. To identify the characteristics of psychosis 4. To understand the symptoms of schizophrenia
20	Obsessive- Compulsive Disorder	To understand the etiology and symptoms of OCD
21	Child Psychiatry	<ol style="list-style-type: none"> 1. To discuss diagnosis and treatment of ADHD 2. To discuss diagnosis and treatment of Autism Spectrum Disorder
22	Personality Disorders	<ol style="list-style-type: none"> 1. The student will be able to appreciate some of the basic theories underlying personality disorders. 2. The student will be able to identify the difference between personality disorders and personality traits. 3. The student will be able to identify the basic features of the personality disorders
23	Eating Disorders	To identify the characteristics of eating disorders
24	Human sexuality and Sexual Disorders	<ol style="list-style-type: none"> 1. Discuss the anatomy and physiology of the sexual response cycle for both sexes. 2. Summarize the major sexual dysfunctions. 3. List sexually transmitted diseases and risky sexual behaviors. 4. Summarize medications that may affect sexual desire. 5. Consider the effects of gender and lifestyle on health care. 6. Identify physician factors important in dealing with a patient's sexuality.



25	Psychopharmacology	Antidepressants Mood stabilizers Antipsychotics Anxiolytics
26	Somatic Symptom and Related Disorders	To identify the characteristics of somatoform disorders
27	Substance-Related and Addictive Disorders	1. To discuss the physiological, psychological, and social factors related to addictions. 2. To define alcohol abuse and alcohol dependence. 3. To learn a model for assessing a patient's readiness to change.
28	Psychotherapy	Psychodynamic psychotherapy Cognitive behavioral therapy
FINAL EXAM 50 % of Total Marks		

COURSE LEARNING RESOURCES

The course is delivered through lectures

ONLINE RESOURCES

{ Write some useful websites related to the course and other material that help students to complete the course successfully. }

This system is taught by more than one staff. Each staff is free to give online links to the students as learning resources. These links are downloaded on the e-learning site for students.

ASSESSMENT TOOLS

(Write assessment tools that will be used to test students ability to understand the course material and gain the skills and competencies stated in learning outcomes

ASSESSMENT TOOLS	%
Mid Term Exam (Theory)	50
Final Exam (Theory)	50
TOTAL MARKS	100

**THIRD: COURSE RULES****ATTENDANCE RULES**

Attendance and participation are extremely important, and the usual University rules will apply. Attendance will be recorded for each class. Absence of 10% will result in a first written warning. Absence of 15% of the course will result in a second warning. Absence of 15% or more will result in forfeiting the course and the student will not be permitted to attend the final examination. Should a student encounter any special circumstances (i.e. medical or personal), he/she is encouraged to discuss this with the instructor and written proof will be required to delete any absences from his/her attendance records.

GRADING SYSTEM**Example:**

A	4
A-	3.75
B+	3.5
B	3
B-	2.75
C+	2.5
C	2
C-	1.75
D+	1.5
D	1
D-	0.75
F	0.5

REMARKS

Use of Mobile Devices During Class is prohibited. Therefore students are required to turn off their mobile devices.

COURSE COORDINATOR

Course Coordinator: Dr. Layali Abbasi - Department of Basic Sciences

Signature:

Date:

