

STUDY GUIDE

NEUROLOGY

1201531



Course coordination

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Course Identification

1. Credit hours	<<...>>3 hours
2. Level/year at which this course is offered	<<...>>5 th year
3. Pre-requisites for this course	<<...>>

Course committee members

Actual Learning HourS

. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	26
2	Laboratory/Studio	8
3	Tutorial	4
4	Others (bedside teaching, PBL, slide interpretation and seminars)	35
	Total	69
Other Learning Hours*		
1	Study	36
2	Assignments	
3	Library	15
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	51

Course Objectives

2. Course Main Objective

By the end of this course the student should be able to:

1. Show responsible and compassionate behaviour with the patient and family considering the cultural, social and economic background, and in dealing with all levels of education and abilities.
2. Master the required communication skills for appropriate history taking and neurological examination.

3. Appreciate the role of perfect understanding of basic sciences (anatomy, physiology, and biochemistry) and the underlying pathophysiological processes relevant to medical practice in diagnosis and management of common illnesses in patient and community.
4. Be acquainted with the epidemiological profile of the population and society, their heritage and cultural, social, geographic and economic characteristics, and relationship of all those to neurological disease aetiology and management.
5. Demonstrate the basic knowledge and skills necessary to identify and manage the health problems of a patient: emergencies, common endemic or epidemic diseases and disabilities.
6. Interact effectively with the health team (and appreciate the role of others) in providing medical services.
7. Show the ability to learning independently and prepare them for the advanced course of neurology.

. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge:	
1.1	Identify the patterns and causes of common neurological diseases in various adult age groups.	K7
1.2	Outline the pathogeneses of common neurological diseases in the area.	K7
1.3	Describe the clinical presentations of different neurological diseases in various adult age groups.	K7
1.4	Tell how to plan investigations related to different diseases	K7
1.5	State the outlines of treating various adulthood diseases common in the area.	K7
1.6	Recognize the complications that can develop in relation to specific diseases.	K7
2	Skills :	
2.1	Take a careful, accurate and organized medical history for neurology patient	S1,S8
2.2	Perform a gentle and accurate neurological examination and mental examination	S2, S3, S8
2.3	Identify the common neurological problems related to the different sensory, motor , and autonomic neurological functions	S5
2.4	Demonstrate the proper choosing of the appropriate treatment modalities for neurology cases	S6
2.5	Select the most appropriate and cost effective investigations	S4
3	Competence:	
3.1	Operate the skill of self-learning	C8
3.2	Show the ability to work in a team with respect to all colleagues opinions	C2
3.3	Manipulate certain non-invasive diagnostic and lifesaving procedures	C3, C4
3.4	Interpret the results of clinical, laboratory and radiological data to reach appropriate differential and provisional diagnoses	C1, C6
3.5	Design proper plans for management of the common medical health problems	C5



Course Content

C. Course Content

No	List of Topics Lectures	Contact Hours
1	Approach to neurological diseases	2
2	Epilepsy	1
3	Stroke	1
4	Cerebellar disorders	1
5	Cranial nerves	1
6	Brain stem diseases	1
7	Motor neuron diseases	1
8	CNS infections	1
9	Neuromuscular diseases	1
10	Parkinson diseases	1
11	Multiple sclerosis	1

12	Slide interpretation	1
	PBL:	
1	Facial nerve	1
2	Paraplegia	1
	Tutorial:	
1	Coma	0.5
2	Headache	0.5
3	Peripheral neuropathy	0.5
4	Spinal cord diseases	0.5
	Seminars	
	Headache	2
	Stroke	2
	Skil Lab	2
	Bed side teaching	21
	Vedio show	1
	Total	44



Teaching strategies and Assessment Methods

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Identify the patterns and causes of common neurological diseases in various adult age groups.	Lectures, problem based learning and tutorials,	Final written exam composed of multiple choice questions. Direct : assessment sheets
1.2	Outline the pathogeneses of common neurological diseases in the area.	Problem based learning(PBL), lectures and tutorials	Final written exam composed of multiple choice questions. Direct : assessment sheets
1.3	Describe the clinical presentations of different neurological diseases in various adult age groups.	Problem based learning(PBL), lectures, tutorials and bedside teaching	Final written exam composed of multiple choice questions. And clinical examination Direct : assessment sheets
1.4	Tell how to plan investigations related to different diseases	Problem based learning(PBL), lectures, tutorials and bedside teaching	Final written exam composed of multiple choice questions. And clinical examination Direct : assessment sheets



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.5	State the outlines of treating various adulthood diseases common in the area.	Problem based learning(PBL), lectures, tutorials and bedside teaching	Final written exam composed of multiple choice questions. And clinical examination Direct : assessment sheets
1.6	Recognize the complications that can develop in relation to specific diseases.	Problem based learning(PBL), lectures, tutorials and bedside teaching	Final written exam composed of multiple choice questions. And clinical examination Direct : assessment sheets
2.0	Skills		
2.1	Write proper prescription for the common neurological diseases which are coma, CVA, facial palsy.	Bedside teaching, skill laboratory.	Long and short cases clinical examination
2.2	Apply history taking methods and use them in hospital to assess patient's neurological problems.	Bedside teaching, skill laboratory	Long and short cases clinical examination
2.3	Perform neurological examinations for attended patients	Bedside teaching, skill laboratory and case presentations	Long and short cases clinical examination
2.4	Apply laboratory investigation results to reach specific conclusions in relation to patient problems	Bedside teaching, skill laboratory	Long and short cases clinical examination



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.5	Interpret clinical and laboratory investigations of the common neurological diseases	Bedside teaching, skill laboratory	Long and short cases clinical examination
3.0	Competence		
3.1	Plan outlines to treat different common disease presentations	Tutorials, Problem based learning(PBL),	Contentious assessment
3.2	Show the ability to exchange opinion and knowledge	Tutorials, Problem based learning(PBL),	Contentious assessment
3.3	Arrange themselves to work in a group in the clinical setting to conduct specific clinical assessment task	Tutorials, Problem based learning(PBL),	Contentious assessment
3.4	Operate independently to conduct specific clinical assessment task	Bedside teaching Skill lab.	Long and short cases clinical examination
3.5	Apply self-learning to interpret clinical, laboratory and radiological data to reach the diagnosis	Bedside teaching Skill lab.	Long and short cases clinical examination
3.6	Manipulate certain diagnostic and life-saving techniques	Bedside teaching Skill lab.	Long and short cases clinical examination



Assessment Tasks for Students t

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Problem based learning check list	1 st & 2 nd week	5%
2	Seminars check list	3 rd & 4 th week	5%
3	OSCE	5 th week	10%
4	MCQs	5 th week	40%
5	Long case	5 th week	10%
6	Short case	5 th week	30%
7	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)



Teaching and Assessment Blueprint

Course title XXXX (Course code XXX)

Topics	Teaching strategies	Assessment methods	Knowledge						Skill					Competency				
			K1	K2	K3	K4	K5	K6	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
Neurological diseases	Lectures	MCQs	*	*	*	*	*	*										
Epilepsy			*	*	*	*	*	*										
Stroke			*	*	*	*	*	*										
Head disorders			*	*	*	*	*	*										
Spinal nerves			*	*	*	*	*	*										
Brain diseases			*	*	*	*	*	*										
Neuron diseases			*	*	*	*	*	*										
Infections			*	*	*	*	*	*										
Ocular diseases			*	*	*	*	*	*										
Ear diseases			*	*	*	*	*	*										
Multiple sclerosis	*	*	*	*	*	*												
Trigeminal nerve	PBL:	MCQs Direct assessment	*	*	*	*	*	*						*	*			
Cerebral palsy			*	*	*	*	*	*						*	*			
Stroke			*	*	*	*	*	*						*	*			
Coma	Tutorial:	MCQs	*	*	*	*	*	*						*	*			
Migraine			*	*	*	*	*	*						*	*			
Peripheral neuropathy			*	*	*	*	*	*						*	*			
Stroke			*	*	*	*	*	*						*	*			
Migraine	Seminars	MCQs Direct assessment	*	*	*	*	*	*										
Stroke			*	*	*	*	*	*										
Neurological examination			*	*	*	*	*	*										
Reflexes	Skills lab	Long and short cases clinical examination							*	*	*	*	*			*	*	
Coordination																		
Eye movements										*	*	*	*	*			*	*
Neurological examinations										*	*	*	*	*			*	*
Special examinations										*	*	*	*	*			*	*
History taking										*	*	*	*	*			*	*
Physical examination	Bed side teaching							*	*	*	*	*			*	*		



Topics	Teaching strategies	Assessment methods	Knowledge						Skill					Competency				
			K1	K2	K3	K4	K5	K6	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
Epilepsy								*	*	*	*	*				*	*	
Stroke								*	*	*	*	*				*	*	
Cranial nerves								*	*	*	*	*				*	*	
Head sensations								*	*	*	*	*				*	*	
Head movement								*	*	*	*	*				*	*	
to show	lectures																	

Learning Resources

Required Textbooks	<ol style="list-style-type: none"> Haslett C. : Davidson Principles and Practice of Medicine. 22nd edition, Churchill Livingstone. Kumar. PJ. : Clinical Medicine. 8th edition, WB Saunders. Nicholas J. Tally: Clinical Examination. 6TH edition, Elsevier.
Essential References Materials	<ol style="list-style-type: none"> Kasper DL <i>et al.</i> (Eds). Harrison's Principles of Internal Medicine. Cicel textbook of medicine, 22nd edition, WB Saunders.
Electronic Materials	<ol style="list-style-type: none"> Student consult Black board
Other Learning Materials	Black board

Related check lists

PBL2

Assignment

Clinical skills checklist

Presentation checklist

Project checklist

Workshop checklist

(Checklist must be aligned with the learning outcomes)

Course quality evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Questionnaires
Extent of achievement of course learning outcomes	Instructors and students	Direct assessment Questionnaires
Quality of learning resources	Instructors and students	Indirect assessment

After the end of the course, please give your **FEEDBACK** through the following QR code:

